METRO CHARTER SCHOOL

CHARTER RENEWAL PETITION FOR FIVE-YEAR TERM
(July 1, 2018 – June 30, 2023)

SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

OCTOBER 12, 2017
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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Metro Charter School (also referred to herein as “Metro” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with
the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.
TRANSGITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTEs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.
Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not
have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

  The standard file including District ID.

- **Norm day**

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

  **All Students enrolled as of December 1 of each school year**

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout**
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**GENERAL INFORMATION**

**GENERAL INFORMATION TABLE**

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The contact person for Charter School is:</td>
<td>Kim Clerx, Principal</td>
</tr>
<tr>
<td>• The contact address for Charter School is:</td>
<td>700 Wilshire Blvd., Suite 100</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90017</td>
</tr>
<tr>
<td>• The contact phone number for Charter School is:</td>
<td>(213) 377-5708</td>
</tr>
<tr>
<td>• The proposed address or ZIP Code of the target community to be served by Charter School is:</td>
<td>90017</td>
</tr>
<tr>
<td>• This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>• This location is in LAUSD Local District:</td>
<td>Central</td>
</tr>
<tr>
<td>• The grade configuration of Charter School is:</td>
<td>TK/K-5</td>
</tr>
<tr>
<td>• The number of students in the first year will be:</td>
<td>235</td>
</tr>
<tr>
<td>• The grade level(s) of the students in the first year will be:</td>
<td>TK/K-5</td>
</tr>
<tr>
<td>• Charter School’s scheduled first day of instruction in 2018-2019 is:</td>
<td>August 22, 2018</td>
</tr>
<tr>
<td>• The enrollment capacity is:</td>
<td>365</td>
</tr>
<tr>
<td>• (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
<td></td>
</tr>
<tr>
<td>• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>• The bell schedule for Charter School will be:</td>
<td>8:30 – 3:30; 8:30 – 1:00 on Wed.</td>
</tr>
<tr>
<td>• The term of this Charter shall be from:</td>
<td>July 1, 2018 to June 30, 2023</td>
</tr>
</tbody>
</table>
COMMUNITY NEED FOR CHARTER SCHOOL

Metro Charter School ("Metro" or "Charter School") is an elementary school in Downtown Los Angeles (DTLA) that opened in 2013-14. Metro is a parent-founded school with a goal to instill civic pride and responsibility in our highly diverse and close-knit urban community. The curriculum of Metro is rigorous and balanced, helping children develop self-confidence, critical thinking and a true passion for lifelong learning. Metro leverages the incredible resources in our neighborhood – parks, cultural centers, businesses and rich historical sites – to provide meaningful learning opportunities and enhance the experiences of our diverse student body.

Metro’s program features have been proven through research and practice in similar school populations to be especially effective:

- An integrated curriculum with project-based learning
- Experiential learning
- A balanced approach to teaching and learning, emphasizing inquiry as well as skill development
- Instructional strategies that support diverse learning styles and abilities, such as differentiated instruction and Universal Design for Learning
- A program built on rigorous content standards
- Opportunity-to-learn standards that ensure quality and access for all
- Highly qualified teachers
- Smaller class sizes
- Culture of excellence and high expectations
- Longer school days than traditional schools
- A supportive school community
- A strong home-to-school connection

Metro’s accomplishments in just four full years of operations include the following, detailed more extensively below:

- Diverse enrollment (as of 2016-17):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FRPL</td>
<td>65%</td>
</tr>
<tr>
<td>English Learner</td>
<td>39%</td>
</tr>
<tr>
<td>RFEP</td>
<td>11%</td>
</tr>
<tr>
<td>Special Education</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>71%</td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>10%</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>6%</td>
</tr>
</tbody>
</table>

(Source: data1.cde.ca.gov/dataquest/)

- As we had hoped, Metro has become a recognized and important part of the Downtown LA (DTLA) community, including the following formal recognitions:
  - **Downtowners with Distinction, 2014**, awarded by Downtown Los Angeles News
  - **Downtown’s Most Important Addition of the Year, 2013**, awarded by Downtown Los Angeles New
- **Certificate of Appreciation, 2014**, awarded by City of Los Angeles
  - **2016 Recognition from Monica Garcia’s office** for movement towards educational justice for all.

Metro has established partnerships with our local City Councilman’s office, the South Park Business Improvement District, and Downtown Center Business Improvement District. The following partners offers services to our students:

- Inner City Arts: no-cost arts classes for our students, hands-on training for our teachers on incorporating the arts into core subjects, free performances for families
- Downtown YMCA: P.E. class space for our students
- City Ballet of Los Angeles: dance classes for our TK/K and 1st grade students
- Local artist/downtown muralist, Robert Vargas: art lessons to students
- Myamato Relief (Night of 1,000 Drawings fundraiser together)
- Violence Intervention and Program Counseling: provides free counseling and academic tutoring for our students and their families
- Downtown Art Walk: provides Kindergarteners and their families with tours of artists’ studios
- California Dignity Health Hospital: provides free health screenings for our families annually, works with staff and students during Great Kindness Week,
- City National Bank: provides students in need with backpacks and school supplies each year for Back to School
- Hope Street Family Center: provides free afterschool and summer programs for our students in grades 3-5.

- Metro has realized strong private fundraising success through grants and corporate donations, including funding from the California Department of Education’s Public Charter Schools Grant Program ($575,000), the Walton Family Foundation ($250,000), dew foundation, dew foundation (community mural project), California Fertilizer Foundation (community Garden), Captain Planet Foundation Garden Enhancement grant, Mak Urban Development ($150,000), Jade Enterprises, Greenland Public Benefits, Brookfield Properties, Trumark, and Gensler.

- Student retention rates exceeded 90% for our first four years; for 2017-18, Metro secured two separate facilities for our students very late in the summer necessitating a move out of the South Park neighborhood, with our TK-2 campus 4.8 miles away from our original home and the 3rd-5th grade 1.1 miles distance. Even with this last-minute move, we retained 76% of our students.

- 97% Average Daily Attendance (ADA) for the past three years.

- 95% of parents attend parent-teacher conferences, parent satisfaction rates on surveys ≥90% across every question, and 60% of our parents volunteer on campus and/or attend parent workshop meetings.

- 85% teacher retention rate for last four years; in our first four years just two teachers left – in every case that a teacher has left Metro, it has either been due to relocating or having children.

Beyond these accomplishments, Metro clearly meets standards for renewal, as detailed in the next section.
Metro’s Performance During the Current Charter Term Meets Renewal Criteria

Metro meets criteria for renewal.

According to current California law and the policy of Los Angeles Unified School District (LAUSD or District), a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: Metro’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

Based on an analysis of the students’ residence addresses and the 2016-17 Data Set provided by LAUSD’s Charter Schools Division (CSD Data Set), the following table lists the top home district schools our students would otherwise be required to attend (Comps):

### Surrounding Schools Demographic and CAASPP Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2016-17</th>
<th>% FRPL</th>
<th>% SpEd</th>
<th>% EL</th>
<th>% H/L</th>
<th>% AA</th>
<th>% Asian</th>
<th>% White</th>
<th>2017 El Reclassification</th>
<th>2016 CAASPP ELA % Met/Exceeded</th>
<th>2016 CAASPP Math % Met/Exceeded</th>
<th>2017 CAASPP ELA % Met/Exceeded</th>
<th>2017 CAASPP Math % Met/Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Street ES</td>
<td>335</td>
<td>89%</td>
<td>10%</td>
<td>53%</td>
<td>81%</td>
<td>13%</td>
<td>1%</td>
<td>3%</td>
<td>25%</td>
<td>29%</td>
<td>24%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>10th Street ES</td>
<td>691</td>
<td>95%</td>
<td>12%</td>
<td>59%</td>
<td>97%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>26%</td>
<td>29%</td>
<td>30%</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>Magnolia Ave ES</td>
<td>1109</td>
<td>92%</td>
<td>12%</td>
<td>52%</td>
<td>97%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>17%</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metro Charter ES</td>
<td>256</td>
<td>65%</td>
<td>4%</td>
<td>39%</td>
<td>71%</td>
<td>9%</td>
<td>3%</td>
<td>10%</td>
<td>11%</td>
<td>36%</td>
<td>29%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Source: [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).  
Note: 2017 percentages are rounded to the nearest whole number.

It is important to note that comparisons of Metro’s achievement data versus these Comps and LAUSD is arguably of rather limited statistical value, given that Metro only had 85 students in grades 3-5 tested in 2017. Our 2015 test scores are based on just 16 third graders. In comparison, Magnolia Ave. Elementary had test results for 557 3rd-5th graders in 2017, and LAUSD’s averages are generated from the results of 127,390 3rd-5th graders. In other words, a single Metro student’s results have a far more significant impact on our school’s overall and subgroup results.
<table>
<thead>
<tr>
<th></th>
<th># Students Grades 3-5 Tested 2017</th>
<th>1 student = __%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>85</td>
<td>1.2%</td>
</tr>
<tr>
<td>9th Street ES</td>
<td>143</td>
<td>.7%</td>
</tr>
<tr>
<td>10th Street ES</td>
<td>384</td>
<td>.3%</td>
</tr>
<tr>
<td>Magnolia ES</td>
<td>557</td>
<td>.2%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>127,390</td>
<td>&lt;.0007%</td>
</tr>
</tbody>
</table>

(Source: data1.cde.ca.gov/dataquest/)
Our African American students had particularly strong performance with 64% Met/Exceeded in ELA – more than double their peers across LAUSD and the State (both 28%) and more than triple 9th Street Elementary (the other two Comps do not have statistically significant African American populations).

Our Hispanic/Latino students also had a strong performance compared to the Comps in ELA especially.

Our socio-economically disadvantaged students were stronger or on par with their peers at the Comp schools in ELA (26% Met/Exceeded compared to 19-27%), while Math performance – as with the other subgroups and overall – was not as strong.
Compared to 2016 CAASPP scores, the percentage of students who Met/Exceeded standards at Metro increased slightly in ELA (2 percentage points) and decreased slightly in Math (4 percentage points). As has been noted in the media, across the State and District, there was no growth in ELA proficiency between 2016 and 2017 at either the District or State levels (37% and 45% both years, respectively, for grades 3-5) and Math growth was just one or two percentage points (to 33% in LAUSD and 40% Statewide for grades 3-5). Nevertheless, we of course want to see consistent and strong growth.

We are encouraged by the fact that our students have demonstrated consistent Change Over Time growth in both ELA and Math:

- Our 2016 3rd grade class gained 32 points in ELA on the Mean Scale Score as 4th graders, going from a Mean Scale Score of 2393 in 2016 to 2425 in 2017.
- In Math, this same cohort of students gained 12 points, moving from 2398 to 2410.
- For the cohort of students we have been able to track for three years (3rd grade in 2015 to 5th grade in 2017), the results are even more promising, with steady growth:

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td>2015 3rd grade Mean Scale Score</td>
<td>2427</td>
<td>2424</td>
</tr>
<tr>
<td>2017 5th grade Mean Scale Score</td>
<td>2461</td>
<td>2448</td>
</tr>
<tr>
<td>+/- Change Over Time</td>
<td>+34</td>
<td>+24</td>
</tr>
</tbody>
</table>

At 9th Street Elementary, the same cohort of students lost points between 4th and 5th grades in both ELA and Math, losing 25 points in ELA in one year (2418 to 2393) and 43 points in Math (2439 to 2396).

We also note that in 2016-17, of the 17 fifth graders who took the 2017 state tests, only six had started at Metro as 1st graders when we opened in 2013; five had enrolled at Metro as 4th graders in 2014-15. The latter, not surprisingly, did not perform as well as the former on the SBACs: 50% of our fifth graders who had been at Metro since we opened in 2013 (joining us as 1st graders) Met or Exceeded standards in ELA; in comparison, only 18% of students entering in 2014 or later met or exceeded standards. We are confident that as the school grows and more students are with us for a full span of TK/K through 5th grade, our test results will increasingly reflect the benefits of the Metro program.

**California Science Test (CAST)**

Results for the pilot CAST administration for our 5th graders have not yet been released.
**English Learner Reclassification**
Each year, Metro’s numbers and percentage of ELs has increased steadily, from 24 ELs in 2013-14 (33%) to 100 ELs (39%) in 2016-17. In 2016-17, Metro reclassified 11% of our English Learners, an increase from 5% the previous year. While this is less than each of the Comps (who had a huge jump from an average 9% reclassification in 2015-16 to 23% in 2016-17), we are confident that our reclassification procedures are effectively supporting our EL students’ English Language Development. More detailed discussion of our reclassification rates and process is included below under “Challenges.”

**ADA, Suspension, Expulsion**
Beyond standardized test data, Metro has realized consistently strong attendance at a rate of 97% each of the past three years. Metro has had zero expulsions in its history; suspension rates ranged from 0-1.5% with a bump to 4% in 2016-17; ¹ we anticipate the rate will be much lower this year and have zero suspensions to date in 2017-18.

**LAUSD Annual Oversight Visit Results**
Metro has consistently received favorable reviews during the LAUSD’s Charter Schools Division (CSD) annual comprehensive and detailed oversight visits, with one exception in 2016-17:

<table>
<thead>
<tr>
<th>Area</th>
<th>Metro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement and Educational Performance</td>
<td>2</td>
</tr>
<tr>
<td>Governance</td>
<td>3</td>
</tr>
<tr>
<td>Fiscal Operations</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Management, Programs and Operations</td>
<td>1</td>
</tr>
</tbody>
</table>

*Metro Charter School Annual Performance Based Oversight Report 2016-2017*

In the category of *Organizational Management, Programs, And Operations*, Metro unfortunately received a mandatory “1” when it was discovered that required Child Abuse training had not occurred within the 6 week requirement (it had occurred just days later). ² As stated in the Oversight Report:

> A Notice of Concern was sent on March 27, 2017 and CSD received a response on April 7, 2017. Per school leadership, the school will update the Child Abuse training procedures. All staff will be trained by September 21, 2017 by implementing the following: majority of staff will be trained prior to the start of the school year; any staff that is not trained will receive weekly reminders during the month of September, and any staff that is not trained by the fourth week of school, will not be permitted to work; any new employees will complete their training the first day of hire.


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¹ In 2016-17, we had five new students in upper grades who struggled with behavior issues. Multiple interventions were put into place such as behavior contracts, support from the counselor, and parent contacts. Unfortunately, suspensions became necessary in accordance with our policies and procedures. Three of these students are currently enrolled in our school (others matriculated on to middle school); these students are showing progress from last year with behavior interventions in place.

² Metro originally started the school year after Labor Day, and Child Abuse training took place on a date in early October. As the calendar shifted earlier and earlier to a mid-August start date, we unfortunately neglected to reschedule the Child Abuse training to an earlier date. This fall, all staff received required Child Abuse training by August 31, 2017.
The issue was resolved satisfactorily with CSD staff. The date of the training was the only reason for the rating of “1”; the Oversight Report notes strengths in the same category:

Areas of Demonstrated Strength and/or Progress
(O5) The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree
  o The school had 95% of IEP’s in compliance and services are being delivered according to student’s IEP’s.
(06) The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.
  o The school currently has a 1% suspension rate.
(O8) The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.
  o The school has a SSC and ELAC committee. In addition the school implements the following: coffee with the principal, monthly newsletter, educational parent trainings and meetings, open house, and parent satisfaction surveys. In addition, in the parent/student handbook the school has an informal complaint policy and a Uniform Complaint Policy (UCP).

(Ibid.)

The 2016-17 Oversight Report notes several highlights:

Areas of Demonstrated Strength and/or Progress
A4: SBAC SCHOOLWIDE MATH– The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate equal to the District average, with both at 29%.
A6: The school has demonstrated proficient levels of student achievement and progress as measured by school’s internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math.

Although the school is performing lower than the District average [on EL Reclassification] the recategorization rate increased from 0% to 5%. Per school leadership, the school is implementing the following to support English Learners: professional development on language acquisition and progress monitoring, piloting of an ELD curriculum, and additional focus of supporting parents of English Learners, including trainings.

(G1) The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s)

**Stakeholder Satisfaction**
On recent surveys of parents, feedback was overwhelmingly strong, with parents responding “Strongly Agree” or “Agree” as follows:

95% -- The education offered at Metro is high quality
93% -- Metro Charter has high expectations for my child and his/her learning.
96% -- I am satisfied with my child’s overall academic progress.
92% -- I would recommend Metro to a friend.
92% -- My child feels safe at school.
95% -- My child feels a sense of belonging at school.

**SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATION PROGRAM**

“In a city that boasts of its melting pot feel of languages, ethnicities, and culture, Downtown appears to have the biggest claim to this title.” LMU: Multicultural Los Angeles.


Metro was founded by parents who reside in DTLA with a core mission of creating a diverse public school that reflects the community. Metro sees diversity – racial/ethnic, home language, socio-economic status, learning style – as a community asset that is embraced and celebrated in our school. We believe passionately that every child, regardless of his/her family’s financial means, is entitled to a high-quality, free public education.

One of our greatest accomplishments to date has been implementing our founder’s vision of utilizing DTLA and its myriad resources as part of the learning process for our students. Over the past few years, Metro has worked to make learning relevant for students by connecting learning to the community around them. Students have benefitted from community partnerships, opportunities with working artists in the community, and engagement of local business leaders and law enforcement. Metro made learning relevant for students with multiple community field trips and access to technology. Metro has become a recognized member of the vibrant DTLA community, even attracting families who live some distance but from DTLA but one or both parents work in the neighborhood. Through our numerous partnerships with business leaders, arts organizations, non-profit service providers and more, we have demonstrated that a thriving, collaborative school can celebrate the vibrant DTLA community.
SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

As detailed throughout this charter petition, our balanced approach to learning, incorporating project-based learning, some online instruction, direct instruction and myriad strategies differentiated for our diverse learners has resulted in strong academic achievement both schoolwide and for statistically significant subgroups and exceptional parent satisfaction rates. Strong attendance, student retention (even with a dramatic and last-minute change of facilities), teacher retention and more all demonstrate that our students, staff and families want to be at Metro. Metro is succeeding in preparing students – most who will be the first in their families to attend college or even graduate high school – for the rigors of secondary school, college and meaningful careers.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Like every start-up charter school, we have experienced some significant challenges in the initial years of our operations.

FACILITIES

Metro – a parent-founded school – was established with a clear intent to serve the diverse and developing community residing in DTLA’s South Park area. Unfortunately, securing an appropriate facility in the community has proven to be more of a challenge than our founders anticipated.

As summarized by CSD staff in the 2016-17 Oversight Visit Report:

Metro CS was opened in September 2013. Metro CS did not find a facility to house the school until two months prior to opening. This caused the school to lose potential enrollment, since by then parents had already found other schools for their children. In the first year of operations, the school spent approximately $150,000 in American Disability Act (ADA) compliance to meet mandatory building code. The low enrollment (78), combined with the unforeseen expenditure for building compliance, were the main reasons for the [initial financial] deficit. Metro was forced to sell off their accounts receivable in order to meet ongoing expenditures and to obtain a line of credit as an alternative cash flow instrument. (2016-17 Oversight Report.)

Over the next three years, Metro enjoyed steady growth from 78 students to 256 students in 2016-17, with 100 students on our waiting list for enrollment. (The school was at maximum facility capacity in 2016-17 and could not enroll more students.) For 2017-18, we knew the facility we had been using at Dignity Health Hospital would no longer be available as the hospital wanted the space for offices while they undergo a development project. Starting in the summer of 2016 – more than one year before we needed occupancy – we began an exhaustive search for an appropriate new facility in DTLA. One facility, located in the heart of DTLA’s Business District, at 700 Wilshire Blvd. Suite 400, Los Angeles 90017, was secured relatively quickly and with ease, with a maximum capacity of 298 students and a five-year lease. This facility is 1.1 miles north of our previous location at the hospital. But the space is located on the 4th floor of a high-rise, thus our youngest students are unable to be located there (students under age 7 must be on the ground floor, or on a second floor with sprinklers and a dedicated stairwell).
After months of positive negotiations with the YMCA for a second facility for our youngest students – located just .4 miles from the 700 Wilshire facility and less than a 10 minute walk -- we learned from the City of Los Angeles in June that necessary permits would not be ready by the start of the school year. We thus began in June 2017 to search for a temporary space for 175 students in our TK/K-2. Again, some promising discussing ultimately failed for one reason or another, and it was not until August 15, 2017 that we confirmed we could occupy a new space in the Crenshaw/Leimert Park neighborhood at 2009 W. Martin Luther King Blvd., Los Angeles 90062. This facility – 5.3 miles from our 700 Wilshire location -- currently houses our TK-2 grades, with capacity for 148 students. We have a renewable one-year lease.

Not surprisingly, our facilities challenges over the summer impacted enrollment. During our lottery in April 2017 we had a full enrollment of 260 students projected, with a waiting list. Up until August 15, 2017, we had 250 students enrolled for the current year. Instead, we currently have 187 students enrolled in grades TK-5:

- TK-12
- K-32
- 1-27
- 2-34
- 3-28
- 4-40
- 5-14

This has of course impacted our finances for the year, yet we are operating very conservatively to ensure sound fiscal management and cash flow.

While we are grateful we were able to secure a temporary location for our youngest students for this year, we are working very hard to secure a better long-term facilities arrangement for our families in DTLA. (The Wilshire facility, located on the 4th floor of a high-rise, cannot accommodate our youngest students for safety reasons.) We have identified a promising option near 700 Wilshire for our younger students for next year and are pursuing negotiations now. Ideally, we eventually will relocate back to the South Park/Historic Core of DTLA in one facility for all of our students.

**MATH TEST SCORES**

As evidenced by the data included above, Metro has seen a significant drop in our Math scores on the SBACs since our first year test results in 2015 of 51% Met/Exceeded in Math, to 25% overall Met/Exceeded in Math in 2017. Again, we reiterate the fact that the 51% rate was based on the test scores of *just 16 third graders* – not a significant sample size. Notably, the California Department of Education has, in the past, defined a “numerically significant subgroup” as:

- 100 or more students with valid Standardized Testing and Reporting (STAR) test scores;

  or

- 50 or more students enrolled with valid test scores who make up at least 15 percent of the total valid test scores.

(https://www.cde.ca.gov/tp/tc/ch11/numericssignfsbgrps.aspx)
By that definition (which related to the old testing program, but has not been updated for SBACs), Metro has not had “numerically significant” test results until 2017 when we had 85 students tested in grades 3-5. (In 2016, we had 41 test scores.)

We also note that Metro’s 25% Met/Exceeded rate in 2017 is higher than two of the three nearby Comp schools in the area (both had 19%). That said, we are eager to strengthen our students’ math proficiency. To that end, we are engaged in a number of significant steps:

**NWEA MAP Implementation:** Starting in winter 2017-18, Metro will implement the acclaimed NWEA MAP nationally normed benchmark assessments in both ELA and Math. We understand that many of our peer schools across LAUSD and beyond have found these tests to be highly informative for teachers and school leaders in tracking individual, subgroup, class, grade and whole school proficiency levels and growth over time. To date, while we have used DIBELS and DRA assessments in ELA, we have not utilized an effective math benchmark assessment. Starting in 2018-19, Metro will administer NWEA MAP three times per year, and engage in comprehensive data reviews with our teachers regarding the data.

**Curriculum and Instructional Practices Changes:** Throughout 2017-18, our faculty PLCs are focused heavily on math instruction and math data, across classes and grade levels. Of particular note, our faculty are engaged in detailed and in-depth study of Cognitively Guided Instruction (CGI) strategies. CGI does not rely on memorization of facts and equations; instead, it focuses on word problems to develop mathematical thinking. The sequence of math problems is introduced and taught in a specific order in order to help children develop specific mathematical skills and understandings. This helps students develop a deeper understanding of numbers and problem solving. In addition, CGI practices encourages students to explain their thinking and understanding. This is a critical component of the CCSS and standards for Mathematical Practices. When analyzing our CAASPP math scores, there is a need for further support with problem solving and communicating reasoning. CGI provides students with strategies that will support them when approaching any problem and a stronger ability to explain their thinking.

In addition, starting in 2018-19, we will no longer use the Swun math curriculum. While this program, developed by a teacher in California, is aligned to the CA Common Core State Standards in Math, we believe our students will benefit from different curriculum and strategies. In addition to CGI, our faculty PLCs and Principal currently are reviewing different curriculum options and looking at schools with similar student populations. We already have begun increasing student usage of Dreambox’s online math practice, which adjusts in real-time to student needs and facilitates more practice where students have not yet mastered the content. Going forward, we are looking at additional online adaptive curricula as well to determine more effective programs for our students.

Finally, pending funds availability, we are hoping to secure some focused professional development consulting with experts from a program such as UCLA’s Math Project. Our teachers will continue to work in PLCs to develop their math teaching strategies and collaborate and coach one another.

**EL RECLASSIFICATION**

Each year, the number and percentage of ELs at Metro has increased steadily, from 24 ELs in 2013-14 (33%) to 100 ELs (39%) in 2016-17. While it is true that Metro did not reclassify any ELs in our first two years, we note that this was not unusual, for two key reasons: (1) Metro launched with just TK-2nd grades; most of our young students were not yet ready for reclassification after one or two years, and...
we did not have the upper grade students other elementary schools are typically reclassifying; and (2) we originally had a policy – based on LAUSD’s EL Master Plan – that *required* standardized test scores as a factor in the reclassification determination. Prior to the release in August 2015 of 2014-15 SBACs for our first group of third graders, we had no standardized test data, and thus, even though we had some students who otherwise met reclassification criteria, we did not formally reclassify them.

In 2015, in recognition of this challenge, Metro changed its reclassification policy to make standardized test score an optional factor in reclassification, along with myriad other criteria. In 2015-6 we reclassified 12 students (5%) who were reclassified, and in 2016-17 that rate increased to 11%.

In looking at our EL’s progress and performance, one thing we have noticed from the data is that some of the younger ELs who enter Metro in grades TK-2 appear to “stall” at the Intermediate level around 3rd grade after making previous annual gains. Another challenge we face is that we have enrolled a number of low-proficiency EL students into 3rd and 4th grades, arriving at Metro well below expected proficiency and designated “at-risk” of becoming LTELs. Many of our upper grade students who have not yet been reclassified live in homes where no English is spoken and the adults have very limited education levels in their native language.

In recognition of these key challenges, Metro’s staff are focused on the following:

**Targeted PD and Coaching of Teachers**
Starting in 2017-18, our faculty are receiving targeted coaching and formal professional development on developing English Learner proficiency from our Principal and Director of Student Services, particularly for students who are mid-level and/or “at-risk” of being designated LTEL. Strategies include grouping students across grade levels (e.g., 1st and 2nd graders) based on their ELD level for focused instruction and support. All faculty have a renewed focus on EL proficiency data during Wednesday early release teacher PD, continuously reviewing the progress of students in their classroom; the aforementioned NWEA MAPs will, we believe, also assist in this process.

**New Curriculum and Tutoring**
Our Principal and Director of Student Services (who serves as our EL Coordinator) are reviewing formal curriculum programs such as Benchmark and online programs such as Lexia Core 5 Reading for ELs to implement in 2018-19 for formal ELD instruction. We plan to pilot new programs during the current school year and implement school-wide in 2018-19. We also are offering after-school computer lab time for online reading and google classroom access, targeted tutoring for students at-risk of being designated LTEL, and tutoring for students who are recent immigrants to the U.S.

**Parent Education**
During 2017-18, we are focusing parent education on supporting children at home. Workshop topics (conducted in Spanish for non-English speaking parents) include:

- Helping your child at home
- Literacy development
- Supporting your child with math
- Supporting your child’s social-emotional development
These three areas are our top priorities; we are confident our excellent teachers and staff, in collaboration with our Board and other parent and community volunteers, will help Metro continue to thrive and grow as a valued member of the DTLA community.

**STUDENT POPULATION TO BE SERVED**

**TARGET STUDENT POPULATION**

Metro Charter serves students in grades TK/K-5 in the heart of Downtown Los Angeles (DTLA). As noted above, our students are diverse:

We know many of our students face significant challenges outside of school: significant poverty, gang involvement/gang activity in their neighborhoods, drug and alcohol use, homelessness/housing instability and more. Following in the model of other highly successful mixed-race, mixed-socio-economic public charter schools throughout Los Angeles and beyond, we have created a centralized hub in our community where families with young children of all races, ethnicities, home languages, income levels and parent education levels can come together to help build a neighborhood school that is reflective of the community in which we live. Our students’ interests and backgrounds are diverse, fulfilling a central part of our mission to be reflective of the diversity of Downtown LA.

**ENROLLMENT PLAN**

Due to limited facilities capacity, Metro has to date not been able to meet its projected enrollment numbers; in 2016-17 we had 256 students enrolled with a wait list of 100 more who wanted to enroll. In order to conservatively project growth for the renewal charter term, Metro offers the following enrollment projections based on our current facilities capacity. We hope to secure a long-term facility that will enable us to enroll more students; Metro will work with the District to submit a Material Revision in the event we are able to expand these projections:

<table>
<thead>
<tr>
<th>Levels</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
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<td>15</td>
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<td>Total</td>
<td>235</td>
<td>290</td>
<td>315</td>
<td>340</td>
<td>365</td>
</tr>
</tbody>
</table>
GOALS AND PHILOSOPHY

MISSION AND VISION

MISSION
Metro Charter School is an inclusive educational community that offers a rigorous curriculum with a focus on hands-on learning, seeking to expand learning beyond the classroom walls to work collaboratively with the Downtown Los Angeles community. Metro Charter believes that all children can meet and exceed top standards when high expectations are combined with an individualized, supportive environment. Our mission is based on four core principles to ensure student success:

Active, Engaged Learning.
Our instructional program is founded on core beliefs detailed in Dr. Lauren Resnick’s acclaimed Principles of Learning, that achievement is not limited by “aptitude” or background such as socio-economic status, race/ethnicity, English language fluency or other “risk factors.” Rather, we know that through hard work and engagement, all children can achieve rigorous, comprehensive learning objectives. Standards-based instruction at Metro is child-centered, encompassing best practices such as constructivism and project-based learning to engage students actively in their own learning, with responsibility for working toward, and reflecting on, their own progress and success. Our integrated, project-based curricular approach does not treat content areas as isolated silos, but rather recognizes that real life crosses subject boundaries in a continuous flow, and recognizes the inherent connections between language arts, science, math and social studies.

Smaller class sizes and a small school enable teachers to provide individualized attention and differentiate instruction – based on continuous review of formative and summative student achievement data -- to ensure individual student success. In our hands-on, minds-on learning environment, students and classes at Metro are challenged to drive their own academic inquiry with their teachers’ guidance, analyze and critically engage information, develop their own ideas, theories and solutions and demonstrate their own learning and assess their own progress in meeting our high expectations. In this way, as students master standards-based content, they learn how to learn, and develop an authentic love of learning.

Balance.
We believe in a balanced education, which, for Metro, means many things. First, while we fully recognize the importance of the four core subjects in student learning, the “five other solids” of arts & music, physical education, human development, civic awareness, and environmental education receive ample attention at Metro. Second, while our curriculum emphasizes opportunities for student-driven, hands-on learning, we also recognize the importance of balance in instruction, with time devoted to direct instruction, rote memorization, and “traditional” learning as well. Third, we value different structures of learning – an individual working hard to write a story, two peers exchanging and critiquing each other’s writing, a small group working collaboratively to produce a dramatization of a story they wrote, and a whole class engaged in debate and discussion about a piece of literature. And fourth, while technology places an important role in today’s world and is integrated at Metro, we also value primary sources, literature, realia, manipulatives and more. In each of these areas, Metro strives to balance the learning experience for our students.
Relevance.
As a school that seeks to enroll a highly disparate population of students in terms of race, culture, socio-economics and more, we aim to celebrate each students’ personal experience and ensure our curriculum holds relevance and contextual significance for each child. One way we accomplish this is through an emphasis on place-based or experiential learning. At Metro, learning is not limited to the classroom, but rather takes advantage of the multitude of ‘real world’ resources literally in our backyard -- visiting museums and theaters, taking architectural walking tours, visiting businesses and meeting business and civic leaders. Our “field studies” program provides for programmatic and critical engagement of the world, connecting children to exceptional opportunities in our community, instilling civic pride in our community, and building an awareness and connection of the impact and responsibility each of us has for the community around us.

Collaboration.
As people today interact globally in an instant, with access to information and other people like never before in human history, the ability to collaborate – including the ability to communicate effectively, listen attentively, think critically, debate and compromise, especially with people who have very different experiences and perspectives – is perhaps more important than at any other time in human history. At Metro, successful collaboration is crucial to the very success of our school and achievement of our mission. Students, teachers, staff, parents and community supporters all collaborate in myriad ways to learn, produce, reflect, and celebrate. Students learn critical communication and character skills in working with their peers in small groups, including mixed-age groupings. Our collaborative professional community supports teachers with ample planning time, training, resources and autonomy, including hands-on coaching from school leaders so that each member of our faculty continuously works to develop his/her own teaching efficacy. And as a parent-founded school, the school/home partnership and free-flowing communication are seen as integral to the success of the children. All families are encouraged and supported in participating actively in the school as volunteers, participants regular classroom celebrations, members of the governing board and School Advisory Council, English Learner Advisory Committee and organizers and participants in family education workshops, meetings with the principal, and school community activities.

Vision
Our vision is to establish a top tier public elementary school through the collaboration of a remarkably vibrant, resource-rich and diverse community in Downtown LA. With the recent population growth and the current demographic composition of our neighborhood, we believe we have a unique opportunity to demonstrate that all children, regardless of race, income, or other factors can not only succeed academically, but can thrive in a true melting pot that embraces each student and family’s heritage and diversity. Our families have chosen to live in this vibrant community in large part because of its diversity, and we envision a public school that embraces the reality of the neighborhood in which we live. Metro strives to help each one of its students become independent, intellectual and compassionate human beings with a comprehensive and critical understanding of the greater world.
**AN “EDUCATED PERSON” IN THE 21ST CENTURY**

“We work, learning and citizenship in the twenty-first century demand that we all know how to think - to reason, analyze, weight evidence, problem solve - and to communicate effectively.”

-- Tony Wagner, The Global Achievement Gap

Defining an “educated person in the 21st century” is perhaps more important now than at any time in the past several decades. New technologies and the globalization of the world economy are fueling societal change at a pace unprecedented in human history. In just the last decade, we have witnessed remarkable change in commonly used technology devices – the so-called “democratization of technology”:

- Digital photos and videos are available instantly (versus film-based), easily manipulated via software such as Photoshop, and distributed in real time on a global scale via social media such as Facebook (2 billion monthly users), YouTube (5 billion videos viewed each day), and Twitter (328 million active users); and countless websites and blogs – all changing forever the way humans interact on a global scale.

- Search engines such as Google (4+ billion searches each day) and Yahoo (.5 billion per day) have dramatically changed the way we access information, including educational content. Where school librarians – and school budgets – once had to work diligently to replace outdated texts as advances in science, social science and more, today students can access the best thinking in medicine, archeology, astronomy, and an ever-changing economy and political world in real time.

- Personal technology devices including smart phones, Kindles/e-readers, iPads/tablet computers and more – all introduced within the last 5-10 years -- have revolutionized the production, distribution and accessibility of news and entertainment content in a dramatic way, shifting the way billion dollar industries operate.

The impact of these changes on children cannot be overstated. Many young children are not only consuming, but creating, new digital content on a daily basis. Children today have access to unimaginable amounts of information at an instant, and have come to expect instantaneous access to highly personalized content. And yet, much has been made of the fact that our educational model is designed for an antiquated age.

Schools have struggled to prepare students to thrive in the 21st century digital age – including success in post-secondary school and meaningful careers -- without having a clear understanding of what future jobs will require, and without a sufficiently defined set of skills required for success in the workplace of the future. At the same time, the skills currently targeted in many state mandated tests do not

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3 Even since we submitted our original petition five years ago, these numbers have increased exponentially: Facebook has increased from 800 million to 2 billion monthly users (https://www.statista.com/statistics/264810/number-of-monthly-active-facebook-users-worldwide/); YouTube daily views have increased from 3 billion to 5 billion (https://www.statisticbrain.com/youtube-statistics/); Twitter is now used by more than 328 million people – including the U.S. President -- up from 100 million just five years ago. (https://www.statista.com/statistics/282087/number-of-monthly-active-twitter-users/).

necessarily reflect the complex nature of the skills and abilities that are likely to be most valuable in students’ later lives – critical thinking, inquiry, problem-solving, creativity and collaboration.

While the educated 21st Century person certainly requires strong English and math skills to succeed in college and careers, there is a growing recognition of the fact that problem-solving skills, an ability to think critically and analytically, and a true passion for learning are not ideals, but imperatives. Acclaimed journalist and author Thomas Friedman has noted that for education to be relevant today and best prepare Americans for the global economy, it must emphasize the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, The World is Flat, 2005.)

“The sky is not falling today, but it might be in fifteen or twenty years if we don’t change our ways, and all signs are that we are not changing, especially in our public schools.” - Thomas L. Friedman, The World is Flat (2005).

With these critical needs in mind, Metro Charter School believes an educated person in the 21st Century is one who:

- Is academically proficient and college-ready, with study habits and habits of mind that will enable him/her to excel in a variety of settings;
- Reads and understands a wide variety of texts and content (digital and paper)
- Communicates in a compelling way through both writing and speech and is an engaged listener
- Works cooperatively and collaboratively in a group setting or with a partner, as well as working efficiently alone
- Thinks logically and sequentially
- Thinks deeply and critically
- Analyzes, synthesizes, and evaluates information
- Shows curiosity and engages in self-driven academic inquiry, continuously questioning, exploring, investigating, testing, revising and persisting
- Traffics effectively in a digital world to access and send information
- Reflects on his/her own learning, successes and failures in order to continue to grow
- Appreciates the perspectives of others and diversity in other people and
- **Demonstrates personal character including positivity, responsibility, integrity, diversity and empathy:** these words reflect the cornerstone of our school values.
**How Learning Best Occurs**

**“People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.” -- Howard Gardner, 2009.**

We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” In order to help all students meet our high expectations, we clearly communicate those expectations, and then provide appropriate, individualized support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes. Our teachers continuously analyze student achievement data, then scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement.

**“If you’re not prepared to be wrong, you’ll never come up with anything original.” -- Sir Ken Robinson, The Element: How Finding Your Passion Changes Everything, 2010.**

We believe that students learn best when they can be actively involved in their own learning, rather than passive recipients of knowledge transmitted from a teacher. (Freire, 1972.) We encourage students to investigate, explore, hypothesize, make mistakes, and try again. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards, and even more importantly, the better equipped they will be to handle the challenges of the future.

**“Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” -- John Dewey, 1902.**

We believe that learning best occurs when it is meaningful to the daily experiences and realities of the children in our school. Through project-based learning and explorations in the community surrounding our school, we engage children’s natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. (Freire, 1970.)

**If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” -- Darling-Hammond, 2008.**

We believe that teachers are the key to the success of our school, and that ensuring they have appropriate resources and support is critical. Teachers meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. We ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn “best practices,” plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.
We believe that in an urban environment especially, learning best occurs in a school that serves as a true hub of the community, fostering a sense of belonging for our young students as well as their families, our staff and the surrounding community members. Our safe, small school environment models cooperative and respectful behavior and is free from bullying and other unwanted behaviors. Students participate in defining the behaviors and values of our community, and character education programs will give students the opportunity to develop and explore values in a safe and supportive environment.

“If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” -- Howard Gardner, 2006.

We believe that when children are given the opportunity to express their skills, talents and intelligence across a variety of contexts in a balanced approach to learning, they are able to realize more success and develop more confidence, thereby enhancing their ability to succeed across different realms.

**GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS**

The program at Metro Charter School has been carefully designed to develop students to be self-motivated and competent, who view themselves as life-long learners:

- **Self-motivated learners**: Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered differentiated, hands-on instruction, (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

- **Competent learners**: Through “backwards design” and a relentless focus on student achievement data, teachers ensure that learning objectives are met by students. Students are continuously asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

- **Life-long Learners**: Beyond mastering specific skills and facts, students at Metro learn how to learn. Student learning is structured in the context of real-world scenarios with meaningful context for the individual learners. In this way, students actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students at Metro develop a lifelong ability to continue to learn.
Students at Metro Charter School develop a solid foundation that will serve them well in secondary school, college and beyond.

**The Requirements of California Education Code § 47605(B)(5)(A)(ii)**

Metro will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, Metro’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Metro anticipates at this point in time.
## LCFF STATE PRIORITIES

### GOAL #1

All students will receive quality instruction in State adopted learning standards from highly qualified teachers.

**Related State Priorities:**
- ☒ 1  ☐ 4  ☒ 7
- ☒ 2  ☐ 5  ☐ 8
- ☐ 3  ☐ 6

**Local Priorities:**
- ☐
- ☐

### Specific Annual Actions to Achieve Goal

**Priority 1 (Basic Services)**

**Priority 1 Outcome 1** - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.
- Metro will hire, supervise, evaluate and retain qualified teaching staff.
- Metro will ensure verification of proper credentials and DoJ clearance prior to start of employment.
- Metro will actively recruit qualified teachers reflecting student ethnic demographics.
- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.

**Priority 1 Outcome 2** - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.
- Metro will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- Metro will review alignment of instructional materials to standards.
- Metro will maintain an annual inventory of instructional materials and respective purchase of materials.
- Metro budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

**Priority 1 Outcome 3** - School facilities are maintained in good repair pursuant to Education Code section 17002(d).
- Metro facilities will be maintained and cleaned by custodial staff.
- Metro will do annual and monthly facility inspections to screen for safety hazards.
- Metro will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff.

**Priority 2 (Implementation of State Standards)**

**Priority 2 Outcome 1** - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.
- Metro will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- Metro will provide PD to teachers examining CAASPP/CAA, NWEA MAPs, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

**Priority 7 (Course Access)**

**Priority 7 Outcome 1** - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- Metro will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project based learning units
- Metro will provide 2:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.

## Expected Annual Measurable Outcomes

### Priority 1 Outcome 1: All teachers will be properly certified and assigned.

**Metric/Method for Measuring:** % of courses and Teachers at Metro appropriately assigned and with appropriately credentialed personnel.

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
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### Priority 1 Outcome 2: All Metro students (including all statistically significant subgroups) will have access to standards-aligned materials and technology.

**Metric/Method for Measuring:** % of Metro students who will have sufficient access to standards-aligned instructional materials.

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
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### Priority 1 Outcome 3: Metro facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

**Metric/Method for Measuring:** % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>&gt; 90%</td>
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### Priority 2 Outcome 1: Metro will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

**Metric/Method for Measuring:** Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

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<td>All Students (Schoolwide)</td>
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### Priority 7 Outcome 1: All Metro students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

**Metric/Method for Measuring:** % of access to all available programs and services outlined in charter petition.

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<td>All Students (Schoolwide)</td>
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**METRO CHARTER SCHOOL RENEWAL CHARTER PETITION**

30
## LCFF STATE PRIORITIES

### GOAL #2

**Every Metro student will receive engaging, balanced instruction including hands-on, project-based activities and differentiated instruction.**

![Related State Priorities:](#)

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<th>Local Priorities:</th>
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### Specific Annual Actions to Achieve Goal

**Priority 4 (Pupil Achievement)**

**Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)**

- Metro will provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.
- Metro will provide comprehensive professional development to support student achievement.
- Metro will hold Data Meetings three times each year (summer pre-opening, January and March) to analyze CAASPP/CAA, NWEA MAPs, and other state and internal assessment scores at to review progress towards annual targets.

**Priority 4 Outcome 2 – Share of English learners that become English proficient**

- See above; plus: Metro will implement the LAUSD English Learner Master Plan.
- Metro will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs
- Metro will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- Metro will provide professional development related to EL support, including ELPAC training and redesignation criteria.
- Metro will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

**Priority 4 Outcome 3- English learner reclassification rate**

- Same as Priority 4 Outcome 2 above, plus:
- Metro budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- Metro will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

**Priority 8 (Other Pupil Outcomes)**

**Priority 8 Outcome 1 – Metro will offer all students, including all subgroups, a rigorous, high-quality curriculum that includes opportunities for hands-on/project-based learning and field studies**

- Metro will provide professional development to teachers on integrating projects and hands-on learning across the curriculum.
- Metro will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based learning and other “best practices” learning opportunities.
### Expected Annual Measurable Outcomes

**Priority 4 Outcome 1:** Metro students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and the CAA for students with special needs) in the areas of ELA and Mathematics.

**Metric/Method for Measuring:** Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

#### Applicable Student Groups

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<tr>
<td><strong>All Students (Schoolwide)</strong></td>
<td>ELA overall (2017): 38%</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</td>
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<tr>
<td><strong>English Learners</strong></td>
<td>Establish benchmark (2018-19) with new ELPAC test implementation</td>
<td>Percentages of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</td>
<td>Percentages of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</td>
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<td>Percentages of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</td>
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**Priority 4 Outcome 2:** EL students will advance at least one level on the ELPAC each year.

**Metric/Method for Measuring:** EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments.
**Priority 4 Outcome 4:** Metro will ensure EL reclassification rate will meet or exceed the District’s reclassification rate.

**Metric/Method for Measuring:** EL reclassification rates

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<tr>
<td>All Students (Schoolwide)</td>
<td>2016-17 reclassification rate 6% (1 out of 9 students)</td>
<td>Percentage of students reclassified each year will meet or exceed District rate.</td>
<td>Percentage of students reclassified each year will meet or exceed District rate.</td>
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<td>Percentage of students reclassified each year will meet or exceed District rate.</td>
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<td>English Learners</td>
<td>N/A</td>
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**Priority 8 Outcome 1:** All Metro students will participate in a rigorous, high-quality curriculum that includes opportunities for hands-on/project-based learning and field studies

**Metric/Method for Measuring:** % of access to hands-on/PBL and field studies; teacher PD logs; materials inventory lists and receipts; teacher lesson plans; classroom observations

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As a parent-founded school, Metro will actively promote and encourage parent engagement in school life. 

Metro Charter will engage parents and partners through education, communication and collaboration as a means to ensure student success. Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the school.

### Specific Annual Actions to Achieve Goal

**Priority 3 (Parental Involvement)**

**Priority 3 Outcome 1 – Efforts to seek parent input in decision making.**

- Metro will engage parents in a series of relevant and interesting workshops related to their child’s success along with monthly “Coffee with the Principal” events.
- Metro will maintain school website and utilize the parentsquare online platform to facilitate two-way home/school communication.
- Metro will communicate with parents via weekly and monthly updates via email and text; teachers send weekly messages to parents via parentsquare.
- Metro will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement.
- The Metro Charter Family Association will facilitate parent engagement and volunteerism in school life.

**Priority 5 (Pupil Engagement)**

**Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism**

- Metro parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.
- Metro’s Administrative Coordinator will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.

**Priority 6 (School Climate)**

**Priority 6 Outcome 1 - pupil suspension rates**

- Metro will provide training and support for restorative justice practices and positive discipline
- Metro will establish classroom management procedures, foster positive relationships, and implement a school wide focus on mindfulness and school intentions known as Metro Mountain Lion PRIDE (positivity, responsibility, integrity, diversity, and empathy)

**Priority 6 Outcome 2 – pupil expulsion rates**

- Metro will provide training and support for restorative justice practices and positive discipline
- Metro will establish classroom management procedures, foster positive relationships, and implement a school wide focus on mindfulness and school intentions known as Metro Mountain Lion PRIDE (positivity, responsibility, integrity, diversity, and empathy)

**Priority 6 Outcome 3 – other local measures including surveys of parents and teachers on the sense of safety and school connectedness**

- As noted above, Metro will continue to implement annual surveys to assess stakeholder satisfaction
### Expected Annual Measurable Outcomes

**Priority 3 Outcome 1**: Metro will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP) and continue to maintain strong attendance at parent-teacher conferences.

**Metric/Method for Measuring**: # of parents attending 2+ events annually

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<tr>
<td>All Students (Schoolwide)</td>
<td>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</td>
<td>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</td>
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**Priority 3 Outcome 2**: Metro School Site Council will continue to meet monthly during the school year to advise the Principal on school policies and issues.

**Metric/Method for Measuring**: analysis of attendance, Sign In sheets, consistent membership.

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>100%</td>
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**Priority 5 Outcome 1**: Metro will continue to maintain a high attendance rate and low rate of students who are chronically absent

**Metric/Method for Measuring**: Attendance and chronic absenteeism rates

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<tr>
<td>All Students (Schoolwide)</td>
<td>2016-17 ADA rate: 97%; chronic absenteeism</td>
<td>Maintain high attendance rate (&gt;95%) or increase</td>
<td>Maintain high attendance rate (&gt;95%) or increase</td>
<td>Maintain high attendance rate (&gt;95%) or increase</td>
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Priority 6 Outcome 1: Metro will maintain a low suspension rate that is \( \leq 1\% \).
Metric/Method for Measuring: \% of student suspensions

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<tr>
<td>All Students (Schoolwide)</td>
<td>2016-17: 4%</td>
<td>( \leq 1% )</td>
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Priority 6 Outcome 2: Metro will maintain a low expulsion rate that is \( \leq 0.5\% \).
Metric/Method for Measuring: \% of student expulsions

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<tr>
<td>All Students (Schoolwide)</td>
<td>( \leq 0.5% )</td>
<td>( \leq 0.5% )</td>
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Priority 6 Outcome 3: Metro will have high parent and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.
Metric/Method for Measuring: \% of participation in school climate survey and survey results

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<tr>
<td>All Students (Schoolwide)</td>
<td>2016-17 parent overall satisfactio n 94%</td>
<td>Maintain high stakeholde r approval ratings as needed on annual surveys (&gt;90%)</td>
<td>Maintain high stakeholde r approval ratings as needed on annual surveys (&gt;90%)</td>
<td>Maintain high stakeholde r approval ratings as needed on annual surveys (&gt;90%)</td>
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INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

We believe that all children can meet and exceed state standards when they are given high expectations and an individualized, supportive environment in which to excel. It is important to note that explicit instruction of basic skills, the presentation of factual information, and intensive intervention for struggling learners also occupy important roles in our balanced instructional approach. We believe that a deep foundation of standards-based factual knowledge is necessary to develop accurate understanding of complex concepts. Consequently, the explicit teaching of facts, information, and skills play an important role in developing student comprehension and content mastery across each academic discipline.

Of course, curriculum selection is meaningless without effective teachers to implement our program. With the goal of a balanced approach to teaching and learning in mind, our program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field.
- Effective teachers engage students in active learning, so that they apply and test what they know.
- Effective teachers draw connections to students’ prior knowledge and experiences.
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.
- Effective teachers assess student learning continuously and adapt teaching to student needs.
- Effective teachers provide clear standards and constant feedback.
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)

The following provides more description of Metro’s educational philosophies and instructional methodologies. To be clear, instruction at Metro Charter School starts first with the state standards, including the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS) common core standards and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Metro Charter School’s balanced approach provides a standards-based curriculum that is both skills-based and hands-on.

The following describes in more detail the methodologies we employ to ensure our students master the content standards:

(a) Resnick’s Principles of Learning
(b) Constructivism
(c) Project-Based Learning/Place-Based Learning and “Field Work”
(d) Balanced Instruction
(e) Family Involvement
(a) Dr. Lauren Resnick’s Principles of Learning

Dr. Lauren Resnick’s Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, are designed to foster learning-oriented goals in ways that promote effort. As with successful schools like Celerity, Metro Charter School takes these nine principles to heart:

Organizing for Effort
An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. . . . All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

Clear Expectations
If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, and the community and, above all, students themselves. . . .

Fair and Credible Evaluations
If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible . . . and provide credible evaluations of what individual students know and can do.

Recognition of Accomplishment
If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. . . . Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. . . .

Academic Rigor in a Thinking Curriculum
Thinking and problem solving are the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk®
Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. . . . Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable Talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning...
Socializing Intelligence
Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. . . . Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning
If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn’t understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship
For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices. . . . This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.


While some of these principles seem straightforward and common-sensical, our school leaders ensure that our faculty, students, and all members of our school continuously adhere to these core principles of expectation, hard work, and accountability to help students develop habits of mind and self-discipline to be effective, engaged learners.

(b) Constructivism

Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem-based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. To be clear: constructivism at Metro Charter does not mean an abandonment of
“traditional” teaching and direct instruction, but rather, differentiating learning to meet student needs means that students have plentiful opportunities to engage in active, personalized learning in order to achieve skills mastery, rather than offering a “one size fits all” approach.

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.) Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards. In these ways, each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the state standards.

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when they can build on topics of interest, as “modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence.” (Tomlinson, 2003.) At Metro, this cultural context is integrated throughout learning as students, teachers and community members with varying backgrounds and experiences come together to learn from one another as well as with one another. At Metro, we embrace the notion that what works for one student and what holds meaning and resonance for one will not work for all, thus teachers are supported in continuously adapting learning to serve student needs, rather than expecting students to adapt to the curriculum.

One form of constructivist learning, Place-Based Education, is also a powerful tool for exploration at Metro Charter School as students get out of the classroom and explore their community and the myriad resources it has to offer through regular “Field Studies.” Through partnerships with local civic organizations, business and community leaders, arts organizations and more, we plan to ensure that our students walk through and explore their neighborhood on a regular basis, learning about its history, its people, its culture and its resources. As a school located in the heart of a downtown, urban environment that is unique even in the densely populated span of Los Angeles, we want to break down the walls of school and engage our students in learning beyond the confines of books and desks, and to
truly get out into the “real world.” Through these experiences, students understand connections between their learning in social science, science, math and English language arts, as well as the arts and physical activities all connecting to their neighborhood. We aim to instill in our students a sense of civic pride and responsibility, and understanding of the ways in which people and resources in our urban community interact and impact one another.

The following principles highlight the components and values of place-based learning, each directly embraced by Metro Charter School for the success of our students:

- Learning takes place onsite in the schoolyard, the local community, and environment.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning experiences contribute to the community’s vitality and environmental quality and support its role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.
- Learning is interdisciplinary.
- Learning experiences are tailored to the local audience.
- Learning is grounded in and supports the development of a love for one’s place.
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programs are integral to achieving other institutional goals.

(Source: www.promiseofplace.org)

The level of activity and excitement simple walking explorations have on children’s enthusiasm for learning is profound. As students develop awareness of their own neighborhood and the people and places within it, they will learn to care for their community and become engaged in the neighborhood’s success.

**(c) Project-Based Learning**

> At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation -- Csíkszentmihályi, 1990.

Through project-based learning, our students engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. This does not mean that Metro students miss out on direct instruction that targets specific skills or concepts. On the contrary, explicit instruction – particularly in reading, writing and mathematics – plays an important role within the overall delivery of instruction. Skill-specific academic needs are identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that are
introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Through projects however, our faculty is able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- **Acquire, communicate, and investigate worthwhile knowledge in depth.** Instead of dividing instruction into disconnected learning blocks, students are able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csikszentmihályi, 2009.) Activities are assigned for home exploration that help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- **Integrate reading, writing, listening, speaking, and thinking across the curriculum.** As noted by the California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.” (CA Science Framework, p. 13.) Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)

- **Make choices, interact, collaborate, and cooperate.** Students explore topics individually, in small groups, and together as a whole class. Reading and writing tasks are authentic, motivating, relevant, and contextualized. Students make appropriate choices based on their interests, abilities, and needs.

- **Participate and learn, regardless of ability, level of language development, or background.** One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students’ needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

> “Perhaps most important, [projects] offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.” (Gardner, 2006.)

Project-based learning has significant benefits for English learners as well. Karen Carrier, in “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:
• The amount of time required for second language acquisition
• The dual job of ELs—learning content and learning the language
• The need for multiple modes of input and output

At Metro, specific time is devoted to projects in our bell schedule, during the Science/Social Science extended block (three times weekly for all students). Project-based learning themes are developed with the local and global community in mind, asking students to analyze real world issues and concerns. Teachers and staff work with community members to provide students opportunities to present their findings and learning. While the projects stem from themes in science and social science, literacy skills, writing, math and the arts are all integrated. Teachers in the project-based learning block are able to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project-based learning also naturally allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning. An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. Studies have shown that students in school with integrated curriculum — e.g., writing in science, math concepts tied to social science such as currency, etc. -- experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) These findings apply equally to schools with high poverty populations. (Mertens and Flowers, 2003.)

There are a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), intel (https://engage.intel.com/docs/DOC-52036) Edutopia, pbl-online.org and dozens of others.

(d) Balanced Instruction

At Metro, success is not defined simply based on academic prowess in the four core subject areas, but rather far more broadly in ensuring each and every student demonstrates a wide array of skills and talents that go well beyond literacy, math, science and social science — a “whole child” approach. Drawing from acclaimed theories of human development such as Howard Gardner’s Multiple Intelligence Theory, Metro ensures that students have ample opportunity to develop all areas of their talents and interests, beyond the four core academic subjects. As Gardner has explained, rather than measuring intelligence as one finite figure or concept, “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, . . . intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role involves a melding of several of them.” (Gardner, Multiple Intelligences: New Horizons, 2006.) Specifically, Gardner has identified eight broad areas of intelligence, some of which align clearly with the four core academic subject areas, while others cross subjects and realms:

**Linguistic intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

**Logical-mathematical intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.
Musical intelligence involves the capacity to distinguish the whole realm of sound, and in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, tambor, mood) both separately and holistically.

Bodily-kinesthetic intelligence involves the ability to use one’s body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.

Spatial intelligence involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one’s perceptions, even in the absence of the relevant visual stimuli.

Interpersonal intelligence relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

Intrapersonal intelligence involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. “The first, and most important, ability you can develop in a flat world is the ability to ‘learn how to learn’ – to constantly absorb, and teach yourself. . . .” (Friedman)

Naturalist intelligence (added to Gardner’s theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

“[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society.” -- Kornhaber, 2009.

In keeping with this balanced approach to learning, Metro plans to incorporate learning – both via direct instruction as well as integration throughout the core curriculum – in the arts, technology and physical education/health.

Arts
Students receive art instruction from both outside providers and Metro support staff. Metro partners with Inner City Art and City Ballet of Los Angeles, both located in our community. Students receive instruction such as visual arts, ceramics, drama, and dance from these community partners. Inner-City Arts collaborates with Metro to ensure they support our specific learning goals, including offering teacher training and workshops for parents. Culminating events, including performances and exhibitions, mark the end of each session and provide an opportunity for students to share their accomplishments with parents and families.

Starting in 2016-17, Metro’s instructional aides are providing enrichment twice a week in areas such as visual arts, media art, or drama. The curriculum for enrichment is developed alongside the Principal and Director of Student Services to ensure that students receive standards-aligned instruction.
Partnerships with Inner City Arts and City Ballet of Los Angeles are continuing.

Each year, Metro holds an art fair. Students submit art made either at home or in school to be displayed in the gallery walk. During this event, parents, students and community members take part in various activities centered around the arts (such as painting like Jackson Pollock, creating sculptures from recycled materials, or taking part in drama games) and spend time enjoying the art in the gallery walk. Metro also partners with Downtown Art Walk, a nonprofit organization that works to improve the local community and to create economic opportunities for artists, galleries, small businesses, and youth. In partnering with Downtown Art Walk, Kindergarten students take part in Kinder walk once a year where they are provided educational tours through artists’ studios. Our upper grade students have collaborated with local artists to produce murals for the City of Los Angeles. In the fall of 2015, third and fourth graders worked for a week with the Do Art Foundation, South Park BID, and renowned artist, Shrine to create art work to be displayed on construction fences downtown. The students spent time designing plywood and discussing ways the art could be mounted to chain link fences. The project was to test new, innovative graffiti-proof ideas. The project debuted in December 2015 at the corner of Hope St. and Pico Blvd and proved effective, deterring graffiti from this site for twelve months. In celebration of World Art Day, fourth grade students spent a day with Andre Miripolsky and Chris Reddy creating a mural which was hung in Pershing Square in Downtown Los Angeles.

Technology

As noted by the California Department of Education’s Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, online curriculum and reference materials offer extensive information and resources. Wherever possible, different forms of technology are integrated into core content areas to reach all types of learners, including online curriculum and assessments, online research, and multimedia creation. Metro’s classes all have access to technology resources including online curriculum and assessments, plus tablet/computer use for research, composing stories, digital media such as photographs and videos and more. In addition to learning skills relating to keyboarding, word processing, digital editing, presentations, databases and more, students also learn about responsible and ethical use of digital information and electronic communication.

Based on our belief in authentically preparing our students for the 21st century global economy, we integrate technology throughout our program to accomplish three key objectives:

Provide individualized programs for skills development and mastery in literacy, math fluency and more. Students are able to use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Instruction in phonetics, reading, math, science, history and much more can be find on high-quality free websites such as khanSchool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

- Teach skills that students in today’s global economy simply need to know in order to excel –
keyboarding, PowerPoint, graphic design, filmmaking and editing, game creation, online research, and more, especially for older students in our school. Programs such as freetypinggame.net, lessonplanet.com, and research sites such as yahooligans.com, bensguide.gpo.gov, lawforkids.org and dozens more are used to enrich student learning.

- Assess student content mastery via frequent and ongoing on-line assessments. Programs such as Dreambox Learning and Raz-Kids are utilized at all grade levels to provide teachers and school leaders -- and parents -- with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students have mastered, which require more instruction, and so on. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs.

Metro has a computer ratio of 2:1 in the grades 3-5 and 3:1 in grades TK-2. Metro has two Chromebook carts for the third through fifth grade classes. Teachers utilize Google Classroom, a platform that provides teachers with the ability to differentiate assignments, provide immediate feedback, and create digital portfolios. Students learn to research material, compose written responses and create a digital portfolio through an online platform. Students in grades TK-2nd utilize mobile computer carts equipped with laptops. Students in these grades learn fundamentals in computer literacy such as keyboarding, Microsoft office and safe online research. In addition to the mobile carts, each classroom has five iPads for use throughout the day. We provide students with safe and secure internet access for learning. Our faculty have extensive training in implementing and using on-line curriculum and assessment tools (see Professional Development, below). In the coming years, pending funds availability, we hope to install Smart Board or similar technology in our classrooms, and implement Digital Portfolios for all students in grades TK-5 (currently this is just used for students in 3-5).

Physical & Health Education
As childhood incidence rates of diabetes, obesity, asthma and other chronic and serious health conditions have increased dramatically, schools have unfortunately cut once-commonplace curriculum in health, nutrition and physical education.

Researchers noted that odds of being overweight or obese increased relative to lower household income levels, less neighborhood access to parks and sidewalks, lower levels of physical activity, and more time spent watching TV or on the computer. Black and Latino children had higher rates of obesity and greater chances of being overweight than their non-Latino white counterparts, after researchers adjusted for socioeconomic and behavioral factors, and state of residence. -- “A New Map of Childhood Obesity in the U.S.,” L.A. Times, May 3, 2010.

Extensive research has documented the importance of quality play time for young children, and the impact that healthy, organized play can in decreasing bullying, and help children return to the classroom ready to learn. (See, e.g., playworks.org/ why-play-matters/studies.) Our standards-based physical education and health curriculum cover the following strands: movement skills and knowledge, self-image and personal development, and social development. The physical education program emphasizes
individual motor skills, fitness and good sportsmanship. Human development is also a central part of the health curriculum. Students in grades three through five receive instruction through the YMCA Play Program. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in TK-2 receive similar instruction on campus through their enrichment block.

All students receive 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Education Code. Our program not only focuses on children developing healthy exercise habits and discovering a physical activity that interests them, but also help them develop critical skills and habits in teamwork, cooperation, and sportsmanship. We also ensure that our yard supervisors and other staff who supervise children at recess and play time have appropriate training to ensure that students engage in organized, cooperative activities that help develop social skills and team work.

Students in grades 1-5 also have lessons in Health/Character Education. Topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level, all following state content standards.

Metro recently has secured grant funding to implement a school garden program. These funds will allow for the development of above ground planters and an urban garden space. The Kindergarten students will monitor these gardens; however, all classes will have access to them. The goal of the urban gardens is to encourage healthy eating choices as part of our nutrition and health education workshops. According to the California School Garden Network (CSGN), school gardens “create opportunities for children to discover fresh food, make healthier food choices, and become better nourished.” The Network also asserts that “gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health.”

A growing body of research-based literature supports the use of youth gardens as a beneficial teaching tool. Research has found that participation in youth gardening programs can improve social skills and behavior through cooperative group work, improve interpersonal relationships, increase interest in eating fruits and vegetables and making healthy eating choices, significantly increase science achievement scores, and develop a sense of ownership and responsibility as children care for the garden. The community garden at Metro Charter School is not only an important teaching tool, but a source of pride within the school community.

Health and nutrition education follow content standards and present another opportunity for learning across the curriculum. For example, students might research the nutritional values in different foods (fats, proteins, carbohydrates), research the impact of dietary choices, and keep a journal of their own eating choices and the impact those choices have on their energy levels throughout the week.

Nutrition education, tied to the garden program, include food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

(e) Family Engagement

As a parent-founded school, we firmly believe that family education and participation are essential components of student success. A multitude of research demonstrates that active family involvement
in a child’s education not only impacts a child’s academic success and attitudes towards education, but even community support for schools. Each school year, Metro’s students and their parents/guardians are asked to sign a home/school agreement that includes specific responsibilities defined by parents, teachers and students working in collaboration. These agreements includes things like:

**Student Agreements**
- I will attend school daily and arrive on time each day.
- I will arrive to school on time prepared with paper, pencil, pens, and other necessary tools for learning.
- I will share all documents received from school with my parents.
- I will complete my homework with my parents/guardians and ask for their help when I do not understand.
- I will listen and participate in class.
- I will show respect for myself, for my family, for my teachers, all students, school staff, and friends.

**Parent Agreements**
- I will assure that my child is on time and attends school regularly with necessary materials and completed assignments.
- I will encourage reading by being a role model and providing opportunities to read with my child daily.
- I will supervise homework nightly, ensuring homework is completed and returned.
- I will stay actively involved in my child’s education through all school communications.
- I will encourage my child to do his/her best, be positive, and be actively involved in school.
- I will show respect toward my child, the teacher, the administration, families, and the school.
- I will create a safe and healthy home environment for my child that supports independent learning.
- I will notify school of changes in my child’s home environment.

**Teacher Agreements**
- I will establish learning goals and objectives for the day and have a plan to meet them.
- I will provide a safe, academically rich, and nurturing environment.
- I will exemplify respect for all students, all families, and all staff members.
- I will facilitate clear, consistent, positive, and open communication with students and families.
- I will provide parents with opportunities to volunteer at school in various capacities.

As an integral hub of the neighborhood we serve, Metro Charter works to establish meaningful connections between the resources available in Downtown LA and members of the school community in order to assist families facing challenging circumstances.

*Parent Communication* is frequent, comprehensive and multi-pronged based on the “best practices” of similar schools in similar communities, to ensure the strongest possible connections between home and school. Given the prevalence of Spanish-speaking families within our parent community, communication efforts occur in both Spanish and English, and, as needed, Korean. The following are just some of the activities that occur:

- **ParentSquare** is an online platform which allows for communication between school staff and parents. The school uses this platform to convey important details about upcoming events, share academic updates and celebrate student successes. Parents determine
whether they wish to receive this information as an email or text. In addition, parents can message an individual staff member with questions, concerns or information.

- **Monthly Metro Charter School newsletters** convey important details about upcoming school events and news, celebrate student successes, and provide worthwhile tips and strategies for parents in a simple, accessible format.

- **Classroom updates** sent by teachers via online platforms provide a brief overview of unit plans and lessons that are covered so that parents know what their children are learning and feel more connected to their students’ activities, along with any special information about celebrations or activities in which parents are invited to participate.

- A minimum of two formal **parent/teacher conferences** – attended by students as well in upper grades -- are scheduled during the year to discuss academic progress, motivation, social behaviors, strengths and concerns, home support, and goals for learning. Informal conferences are conducted as requested by parents/guardians or teachers.

- **Orientation meetings** are held before the start of the school year, or mid-year as needed, for newly enrolled families.

- **Monthly “Coffee with the Principal”** meetings provide regular opportunities for parents to dialogue with the Principal about important issues on an ongoing basis.

- Trimester meetings are held for parents, where the Principal and school staff make presentations on the school’s progress as well as current initiatives, issues, and school priorities. Workshops are also offered on topics of interests to parents, including:
  - Basic math and literacy skills, including reading at home
  - Understanding state mandated testing and interpreting standardized test results
  - Supporting your English Learner
  - Presentations by local service providers regarding legal, employment, health and human services available in the community

*Family Events, Activities and Support* at Metro are similarly comprehensive and multi-pronged, designed to benefit both our school and the families we serve.

- **After-school programs** are offered to support the needs of working parents. Parents are able to drop off their children at school starting at 7:45 a.m. for breakfast and supervised play, and once we have secured available government funding, we offer a comprehensive after-school program until 6:00 p.m. each day, provided by a third-party vendor chosen by Metro staff with parent input. This program takes place in classrooms as well as on the play yard. As funding and capacity allows, we intend to offer a variety of enrichment activities and clubs after school, including structured homework support, tutoring and activities in the arts, technology, sports and more.

- Our **parent volunteer program** includes a variety of opportunities for families to volunteer in support of our school, including helping with outreach, planning family events, volunteering in the classrooms reading with children or helping teachers prepare (making
copies, etc.), helping in the school office, and more. Parents are encouraged to fulfill 20 hours of volunteer service each school year; no parent is ever required to volunteer and no student experiences any adverse effects as a result of a family’s failure to volunteer.

- School-sponsored Family Events, such as an Annual Movie Night and Ice Cream Social to build community and get to know one another and the school’s faculty and staff, and Classroom Learning Celebrations at the end of significant projects and units, where students have the opportunity to demonstrate their work and learning in celebrations with their family members at school.

In addition to the timely ways parents and guardians receive pertinent information and the many activities planned to involve them in their child’s program at Metro Charter School, parents have opportunities to participate in school advisory and governance structures (see \textit{Element 4: Governance Structure}). Parents also are asked to support our extensive outreach efforts in the community to recruit new families to the school. (See \textit{Element 7: Achieving Racial and Ethnic Balance}.)

\textbf{CURRICULUM AND INSTRUCTION}

Metro teachers implement an academically challenging integrated TK/K-5 curriculum, incorporating standards-based materials while focusing on the innovative instructional approaches and direct instruction as detailed above. All curricula at Metro is based on the California state standards, including but not limited to the California Common Core State Standards (CA CCSS), and the Next Generation Science Standards (NGSS). Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

Purchased curricular materials aligned to the CA CCSS/NGSS are used as a basis upon which teachers build. Constructivist and project-based learning include thematic units that integrate language arts, science, math and social studies for each grade. Interdisciplinary project work is supplemented with subject-specific lessons, as detailed herein. The key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all children at Metro can and will achieve state standards mastery, regardless of their background or circumstances. The challenge as educators is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, a strong focus on data and ongoing multifaceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.

\textbf{ENGLISH LANGUAGE ARTS (CORE SUBJECT)}

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the \textit{Reading / Language Arts Framework; A Look at Kindergarten Through Grade Six in California Public Schools}. The English Language Arts (ELA) standards for public schools in California -- including the new Common Core Standards -- establish high expectations for all students, with the goal that all students “become effective language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their
The integrated curriculum at Metro provides daily occasion for teachers to “take every opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.” To support teaching the standards, teachers use the Reading / Language Arts Framework for planning and guidance. The framework is also used as a reference guide during the selection of instructional materials and for professional development activities.

Based on the acclaimed Readers’ and Writers’ Workshop Programs from Teachers College in New York, Metro’s English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively.

**Reading:** Reading instruction incorporates four main components:

- Shared Reading
- Guided Reading
- Letter and Word Study and
- Independent Reading

Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. Students in grades TK-3rd use the CDE-approved Houghton-Mifflin Reading series as the foundation of a standards-based literacy program that focuses on both fluency and comprehension, as well as Guided Reading and in 3rd-5th grades, Lucy Calkins Units of Study (Lucy Calkins is the founder and leader of the Teachers College Reading and Writing Project). In 4th and 5th grades, students read heavily for content, and teachers integrate reading instruction with social studies themes presented in the Houghton Mifflin Social Studies series. Both of these textbook series are supplemented with leveled readers and books from the CDE-recommended reading lists.

As students progress, reading instruction focuses on “reading to learn” rather than “learning to read,” though Metro recognizes that many students struggle with the demands of grade level text. Differentiated instruction is provided through rotating small group instruction in which students apply learned skills to text at their independent reading level and receive systematic decoding and fluency instruction if appropriate. Teachers, intervention specialists, and Instructional Aides all work to move struggling students towards grade-level reading proficiency.

**Shared Reading:** Focusing on comprehension, teachers choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers model the appropriate use of strategies by employing “think alouds” to allow students the

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5 Taken from the introductory message by Jack O’Connell, former State Superintendent of Public Instruction, regarding the ELA standards.
chance to explicitly learn what is generally a more implicit process. Students are given the appropriate vocabulary to identify the strategies they are learning and using, and teachers reinforce and encourage students to share their thinking processes and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Story Map to teach sequencing or a Venn Diagram to compare and contrast.

Guided Reading: Teachers target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher chooses texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students are all working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses, inferences and connections to past learning in small groups rather than in front of the whole class (Rhodes and Shanklin, 1993), teachers regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, deepen students’ understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (TK-2) – including on-line learning -- focuses primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of encoding to decoding, as students learn that their sound /spelling knowledge allows them to read as well as communicate through writing. Primary grades also include high frequency word instruction to help students become fluent readers. By the end of 2nd grade students are expected to have mastered 400 high frequency words taken from the Dolch Basic Sight Vocabulary and Fry’s Instant Words. Students chant, spell-out, visualize, hunt for and highlight these words in texts in addition to practicing them at home. Classroom word walls contribute to a print-rich environment, and word wall games and activities reinforce learning.

In all grades, letter and word study includes spelling instruction and targeted vocabulary development. Spelling instruction are based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Spelling requires a higher level of precision than reading, so when teachers consider the developmental reading and spelling stages of a child, instructional strategies can be implemented which foster overall literacy development. Spelling lists are be grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Teachers then engage students in activities such as making words, word sorting (closed, blind, and speed), and word hunts which allow them to actively analyze and categorize words, thereby discovering spelling rules and generalizations. Again, this approach allows for multi-level instruction as students learn and participate in similar activities, but at their own level. Targeted vocabulary development at all levels is
aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Teachers use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. These strategies include teaching students to use dictionaries, online sources and other resource aids to deepen understanding of words, instruction in word structure as it relates to meaning (morphemes, affixes, roots) and directly teaching students to identify and use external clues to determine word meaning from context. Starting in the primary grades, teachers model these learning strategies as they read aloud, using picture and text clues to help students learn simple ways of applying context clues. As students get older, they learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Upper grade students apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

Independent Reading: During the Language Arts block, as well as during other times throughout the day, students have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries are stocked with high-interest books of various genres at a variety of levels. Our proximity to the L.A. Central Library allows for trips to select books. Online reading through programs such as Raz-Kids and Pebble Go allow for a variety of genres and levels as well. Teachers explicitly teach students how to select books appropriate to their level and interests. Often teachers create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students are given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read. In addition, students at all grade levels are required to read nightly and keep a reading log that is signed by their parents.

Writing: Hand in hand with the school’s reading program is a structured daily writing program. The chief component of the writing program is the acclaimed Writer’s Workshop, based on the Lucy Calkins’/Teachers College Writer’s Workshop model. Writer’s Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer’s Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal
investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers’ notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time the teacher can also to address listening and speaking standards, as students are expected to engage in “accountable talk” (see Resnick’s Principles of Learning, above). Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher’s role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child’s strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students’ progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

The Personal Narrative genre is the starting point for all grade levels. Teachers use children’s literature and students’ own life experiences to provide models and prompts for storytelling. Other genres taught include Writing for a Purpose, Response to Literature, Expository Writing and Opinion or Argument Writing. Students are given ample opportunities to generate ideas, pre-write, draft, revise and edit multiple pieces of writing and are expected to publish at least three pieces per genre. In addition to the work produced during workshop, writing prompts are used to prepare students to construct a coherent essay within a designated time period. Starting in grade 2, students complete writing prompts each trimester. Additionally, whenever possible, teachers provide chances for students to incorporate authentic writing within the content areas. In response to a weekly math problem, second graders write a step-by-step summary of how they came to a solution. Fifth graders might write letters to the custodial staff to inform them of changes in the recycling program. Fourth grade students write summaries of current events they read about in the news in order to share interesting stories with their peers. Students learn that writing takes many forms and serves a variety of purposes.

The framework for teaching English Language conventions focuses on thinking processes rather than rote learning tasks. Mini-lessons target these standards within the context of Writer’s Workshop in order to present the often-abstract concepts in a more meaningful context. For example, a teacher might present a mini-lesson on parts of speech, focusing on adjectives after studying the works of Kevin Henkes, an author celebrated for his use of descriptive language. Students might reread passages from his texts in order to identify adjectives used, perform an adjective “scavenger hunt” around the room, add to a running list of “juicy” words posted in the classroom, while focusing on revising their personal
narratives to include more descriptive words. Houghton-Mifflin Reading provides additional resources for teachers in the area of grammar and conventions.

**Speaking:** Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers provide students with multiple opportunities to explore oral communication in the classroom. For example, students develop active and responsive listening skills through class and small group discussions. Classes take turns presenting and performing at morning assemblies. Each teacher uses scaffolding strategies to help English Learners build confidence in communicating information and ideas. One way this is done is by giving students “scripts” using sentence frames that provide students with appropriate language structures. Additional structured speaking activities in class include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

**Listening:** Based on the ELA and ELD standards for listening, students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students are taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers create projects that require partners to listen to each other’s directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

**ENGLISH LANGUAGE DEVELOPMENT (CORE SUBJECT)**

Metro’s English Learner (EL) population includes students who predominantly come from Spanish-speaking families, but also those who speak a variety of other home languages. The ELD program implements both the California ELD Standards and the new English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
• Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
• Develop proficiency in shifting registers based on task, purpose, audience, and text type.” (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. The Principal monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians.

Metro provides students with both integrated and designated support. Each classroom is rich with sentence frames, support students’ language development. Sentence frames provide students with examples on ways to enter a conversation, ways to explain their thinking or how to compare/contrast two items. Thinking maps are utilized for reading, writing and PBL. Teachers pull EL students before introducing new concepts to preview reading material or PBL material. As designated support, students have a targeted 30 minute block each day in which they are provided instruction for their ELD level. During this time, teachers use books, articles, charts, vocabulary cards and thinking maps to support the development of new language. Teachers utilize the same reading passage from the morning ELA block (such as an article from Ready Reading or a read aloud) and spend time reviewing vocabulary, grammar structure, and syntax. Metro believes that the designated ELD block is a time to support students so that they can access the complex text during the morning ELA block. (See English Learner section below for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

**Mathematics (Core Subject)**

Learning objectives and outcomes are aligned to the rigorous CA CCSS mathematics standards. Teachers use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills and to develop a strong math vocabulary. In order for students to acquire the ability to reason and to apply problem-solving skills, they need both declarative and procedural knowledge of mathematics. Therefore, the math program is designed to allow students to discover why formulas and proofs work rather than just how to memorize and follow them, shifting their thought process from gaining absolute knowledge to increasing mathematical reasoning skills.

Our balanced mathematics program enables students to become proficient basic computational and procedural skills, conceptual understanding, and problem solving. As detailed in the California Mathematics Framework, students have:

• Fluency in basic computational skills
• Ability to recognize and solve routine problems readily and to find ways to reach a solution or goal where no routine path is apparent
• Ability to communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms
• Ability to reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses
• Ability to make connections among mathematical ideas and between mathematics and other disciplines.

As noted earlier, Metro faculty have begun to study and implement Cognitively Guided Instruction (CGI) strategies. CGI does not rely on memorization of facts and equations; instead, it focuses on word problems to develop mathematical thinking. The sequence of math problems is introduced and taught in a specific order in order to help children develop specific mathematical skills and understandings. This helps students develop a deeper understanding of numbers and problem solving. In addition, CGI practices encourages students to explain their thinking and understanding. This is a critical component of the CCSS and standards for Mathematical Practices. When analyzing our CAASPP math scores, there is a need for further support with problem solving and communicating reasoning. CGI provides students with strategies that will support them when approaching any problem and a stronger ability to explain their thinking.

Our teachers also utilize a variety of additional instructional resources and hands-on activities, including manipulatives, math games, measuring, patterning, cooking and art projects that give students opportunities to learn by doing and relate math concepts and skills to their lives. In addition, small group and one on one intervention for struggling students, consistent practice towards mastery and speed in basic computations (math “facts”), increased time spent on problem solving activities, and other strategies. Online curriculum such as Dreambox Learning, as well as basic fact tests, and children’s literature all supplement math instruction. Currently, students work on Dreambox Learning for at least 45 minutes each week, with after-school access two hours weekly for students who do not have computer/online access at home. During Dreambox online learning, teachers circulate around the room, working one-on-one with student on problems that pose challenges for them. As we increase technology access on campus (pending funding), we plan to increase student’s access to adaptive online curricula such as Dreambox to further enhance their mastery of core math (and other content) skills.

**History/Social Studies**

Metro uses project based learning approach to support the instruction of social studies standards. Metro Charter’s History/Social Science curriculum is based on the California State Standards and incorporates the CCSS standards for English Language Arts to assist in developing literacy skills in reading, writing, listening, and speaking. For each unit, teachers utilize resources such as Buck Institute of Education to ensure that all state standards have been integrated. Each unit aligns social studies standards with current events that relate to the students’ lives. Teachers use fiction and nonfiction texts to provide background knowledge, develop core and academic vocabulary, and build comprehension skills and strategies. In grades 2-5, the curriculum also begins to analyze primary resources and utilize online research as way to investigate current events. Field trips are incorporated to help link the classroom to the real world. For example, when fourth grade students read about the California gold rush, they also visited Riley Farm and actually panned for gold. These same fourth graders used their understanding of the gold rush to explain why people today may take the risk to immigrate to California. Thus, students incorporate their learning of history to explain or understand current events.

Teachers provide standards-based (and updated Common Core) content around themes of social studies with multiple instructional strategies. Student assessments include preparing and delivering speeches, writing informational reports, creating three-dimensional representations and artwork, and teacher created rubrics. The curriculum is based on the following themes:

- K – Living and Working Now and Long Ago
- 1 – A Child’s Place in Time and Space
The standards are reinforced through interdisciplinary activities that build upon students’ knowledge of their own community.

**SCIENCE (CORE SUBJECT)**

Our inquiry-based science curriculum emphasizes learning through exploration and experience, utilizing the acclaimed Full Option Science System (FOSS) kits, which provide hands-on investigations, laboratory experiences, and projects. Teachers utilize NGSS to plan hands-on units for project based learning. Metro Charter’s Science curriculum also incorporates the CCSS standards for English Language Arts to assist in developing literacy skills in reading, writing, listening, and speaking. For each unit, teachers utilize resources such as Buck Institute of Education to ensure that all state standards have been integrated. Each unit aligns science standards with current events that relate to the students’ lives. Teachers integrate lessons from FOSS kits with fiction and nonfiction texts to provide background knowledge, develop core and academic vocabulary, and build comprehension skills and strategies. In grades 2-5, the curriculum also begins to analyze primary resources and utilize online research as way to investigate current events. Field trips are incorporated to help link the classroom to the real world. For example, when third grade students studied force and motion, they also visited various parks and actually identified the forces of motion within each play structure. These same third graders used their understanding of force and motion to provide suggestions for improvements to the playground.

(FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the NGSS for each elementary grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Physical Science</th>
<th>Earth Science</th>
<th>Life Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mixtures and Solutions</td>
<td>Earth and Sun</td>
<td>Living Systems</td>
</tr>
<tr>
<td>4</td>
<td>Energy</td>
<td>Soils, Rocks, and Landforms</td>
<td>Environments</td>
</tr>
<tr>
<td>3</td>
<td>Motion and Matter</td>
<td>Water and Climate</td>
<td>Structures of Life</td>
</tr>
<tr>
<td>2</td>
<td>Solids and Liquids</td>
<td>Pebbles, Sand and Silt</td>
<td>Insects and Plants</td>
</tr>
<tr>
<td>1</td>
<td>Sound and Light</td>
<td>Air and Weather</td>
<td>Plants and Animals</td>
</tr>
<tr>
<td>K</td>
<td>Materials and Motion</td>
<td>Trees and Weather</td>
<td>Animals Two by Two</td>
</tr>
</tbody>
</table>

(Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books are used to support the development of science concepts and associated academic language across all grade levels. Metro recognizes that children tend to have greater interest in the content and photographs that are available in trade books,
and they find them less confusing than traditional science textbooks. (Ross, 1994.) The story lines in children’s trade books help them understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. (Butzow and Butzow, 2000.) The colorful pictures and graphics are also superior to many texts for explaining abstract ideas (Kralina, 1993) and provide contexts for understanding difficult science concepts. (Dole and Johnson, 1981.) Trade books, such as those recognized by the National Science Teachers Association’s annual list of Outstanding Science Trade Books (nst.org) have been widely accepted as a vital component of effective science instruction and are carefully selected by the school leaders and lead teacher(s) and incorporated into the science program at Metro Charter School.

An integral part of the inquiry-based units are activities conducted around predicting and making hypotheses, recording observations, and using data to reach conclusions. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint) can facilitate data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

**Visual and Performing Arts (Non-Core)**

As detailed above, the arts are an important part of learning for our young students at Metro. Throughout every grade and every classroom, art is taught explicitly through a standards-aligned curriculum that exposes students to a wide variety of arts education in visual and performing arts. Arts instruction is embedded throughout the core day by classroom teachers in each grade, as well as classes led by our Instructional Aides (co-planned with close supervision from our Principal) visual arts, media art, or drama. Students benefit from additional opportunities for targeted arts instruction offered in collaboration with our partner organizations and community volunteers (supervised by the credentialed classroom teachers).

Metro partners with Inner City Art and City Ballet of Los Angeles, both located in our community. Students receive instruction such as visual arts, ceramics, drama, and dance from these community partners. Inner-City Arts collaborates with Metro to ensure they support our specific learning goals, including offering teacher training and workshops for parents. Culminating events, including performances and exhibitions, mark the end of each session and provide an opportunity for students to share their accomplishments with parents and families.

Each year, Metro holds an art fair. Students submit art made either at home or in school to be displayed in the gallery walk. During this event, parents, students and community members take part in various activities centered around the arts (such as painting like Jackson Pollock, creating sculptures from recycled materials, or taking part in drama games) and spend time enjoying the art in the gallery walk. Metro also partners with Downtown Art Walk, a nonprofit organization that works to improve the local community and to create economic opportunities for artists, galleries, small businesses, and youth. In partnering with Downtown Art Walk, Kindergarten students take part in Kinder walk once a year where they are provided educational tours through artists’ studios. Our upper grade students have collaborated with local artists to produce murals for the City of Los Angeles. In the fall of 2015, third and fourth graders worked for a week with the Do Art Foundation, South Park BID, and renowned artist, Shrine to create art work to be displayed on construction fences downtown. The students spent time designing plywood and discussing ways the art could be mounted to chain link fences. The project was to test new, innovative graffiti-proof ideas. The project debuted in December 2015 at the corner of Hope St. and Pico Blvd and proved effective, deterring graffiti from this site for twelve months. In
celebration of World Art Day, fourth grade students spent a day with Andre Miripolsky and Chris Reddy creating a mural which was hung in Pershing Square in Downtown Los Angeles.

**Health and Physical Education (Non-Core)**

Our standards-based physical education and health curriculum cover the following strands: movement skills and knowledge, self-image and personal development, and social development. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Human development is also a central part of the health curriculum. Students in grades three through five receive instruction through the YMCA Play Program. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in TK-2 receive similar instruction on campus through their enrichment block.

All students receive 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Education Code. Our program not only focuses on children developing healthy exercise habits and discovering a physical activity that interests them, but also help them develop critical skills and habits in teamwork, cooperation, and sportsmanship. We also ensure that our yard supervisors and other staff who supervise children at recess and play time have appropriate training to ensure that students engage in organized, cooperative activities that help develop social skills and team work.

Students in grades 1-5 also have one class each week in Health/Character Education. Topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level, all following state content standards. Health and nutrition education follow content standards and present another opportunity for learning across the curriculum. For example, students might research the nutritional values in different foods (fats, proteins, carbohydrates), research the impact of dietary choices, and keep a journal of their own eating choices and the impact those choices have on their energy levels throughout the week.

Metro recently has secured grant funding to implement a school garden program. These funds will allow for the development of above ground planters and an urban garden space. The Kindergarten students will monitor these gardens; however, all classes will have access to them. The goal of the urban gardens is to encourage healthy eating choices as part of our nutrition and health education workshops. According to the California School Garden Network (CSGN), school gardens “create opportunities for children to discover fresh food, make healthier food choices, and become better nourished.” The Network also asserts that “gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health.”

Nutrition education, tied to the garden program, include food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.
**TECHNOLOGY (NON-CORE)**

As noted above, wherever possible, different forms of technology are integrated into core content areas to reach all types of learners, including online curriculum and assessments, online research, and multimedia creation. Students are able to use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Instruction in phonetics, reading, math, science, history and much more can be find on high-quality free websites such as khanSchool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more. Pending funding, in our second charter term we plan to further develop a technology-rich curriculum and resources for all students, ensuring each class has access to online curriculum, assessment, research, composing stories, digital media such as photographs and videos and more. In addition to learning skills relating to keyboarding, word processing, digital editing, presentations, databases and more, students also will learn about responsible and ethical use of digital information and electronic communication.

**GENIUS TIME (NON-CORE)**

At each grade level, time is allotted in the bell schedule for “Genius Time.” Genius Time is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school. The search-engine giant, Google, allows their engineers to spend 20% of their time to work on any pet project that they want. The idea is that if we allow people to work on something that interests them, productivity will go up. Google’s policy has worked so well that it has been said that 50% of Google’s projects have been created during this creative time period. Projects such as Gmail or Google News are creations by passionate developers that blossomed from their 20-time projects. Metro students interact with STEAM based projects during Genius Time such as building a bridge strong enough to hold their toy cars or filming themselves explaining an upcoming event. During the Genius Time block, teachers guide students through projects, asking students probing questions or offering suggestions for how to create a stronger design.

**INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM**

As detailed throughout Element 1, at Metro we utilize “best practices” in education of young, underserved students to meet the needs of our diverse learners and prepare them for rigorous secondary schools. Our hands-on, project-based approach and online learning are balanced with direct instruction and more “traditional” methods to ensure each student’s needs are met in a way that is best for them. As detailed in “Success of the Innovative Features of the Educational Program,” above, we leverage resources throughout the DTLA community to benefit our students, whether it’s a partnership with the YMCA for P.E. and after-school classes, or Inner-City Arts and City Ballet for arts lessons, or engagement with working downtown artists on murals that benefit the community, we are continuously looking for ways to incorporate the vibrancy of DTLA into our classrooms and bring our classes out into DTLA.

**INTERVENTION AND ENRICHMENT PROGRAMS**

Please see the section below on Students with Special Needs, as well as the enrichment electives detailed above.
**Curricular and Instructional Materials**

As detailed herein, a subject-specific, commercially-produced curricular program that is standards-aligned provides the foundation of Metro’s educational program in each core area. We respect teachers and wish to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as the basis upon which teachers will build, utilizing the “Backward Design” methodology for lesson planning.

Currently, we use the following instructional materials:

- Language Arts; Lucy Calkin’s Readers and Writers Workshop Units of Study; Houghton Mifflin and Ready Reading (a consumable produced by Houghton Mifflin to support CCSS) supplemented by books from CDE recommended reading lists
- Math –CGI, Dreambox
- English Language Development – Benchmark
- History/ Social Science – teacher-created PBL
- Science – FOSS, teacher-created PBL
- Character Education: Character education materials will include programs such as Positive Discipline, Calm Classrooms and PS I Love You

**Instructional Methods and Strategies**

The program at Metro has been expertly designed to meet the needs of all types of students by differentiating instruction, increasing student engagement and motivation, and providing a stimulating and challenging curriculum with multiple entry points for diverse learners and abilities.

Teachers receive training on effective strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers are trained to utilize the following “best practices”:

*High Expectations*: By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

*Reality-Based Teaching*: Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn. The diversity of our student body influences curricular choices and efforts are always made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

*Cooperative Learning*: Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.
**Varied Assessment:** As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings.

**Direct Instruction:** As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice (including through online exercise) and feedback to ensure success
- Holding students accountable for their work through frequent teacher review

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

**Backwards Design**

Teachers collaboratively plan units of study using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. **Identify desired results:** Beginning with the CA State Standards, teachers determine a three-tiered hierarchical set of learning expectations:
   - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful “big picture” understanding of the material?
   - Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
   - Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they are guided by thinking about the extent to which the idea, topic or process:

- represents a ‘big idea’ having enduring value beyond the classroom;
- resides at the heart of the discipline, and is tied directly to state standards and standardized testing;
• requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and
• offers potential for engaging students?

2. **Aligning Assessments to the Desired Results:** Recognizing that teachers are shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods include online and written quizzes or tests aligned with the style students encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. **Differentiating Instruction to Meet the Needs of All Learners:** Now that the learning expectations (knowledge and skills) have been identified, teachers work together in grade level teams during common planning time each Tuesday afternoon as well as two hours after school weekly to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they are continuously assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program is driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers and school leaders continuously look at student work and questions in order to inform, structure and refine the instructional practice. Metro ensures that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in our processes.

**Data Driven Instruction**

With the upcoming implementation of NWEA MAP benchmark assessments three times each year across all grades, Metro’s teachers will have access to norm-referenced diagnostic assessments in ELA and Math that will help track individual student growth over time. NWEA MAP will supplement existing benchmark assessments in ELA using DIBELS (Sept, Jan and May), DRA (DEC, March, and May), interim CAASPP (Jan and March), Spelling Inventory (words their way), along with classroom data such as Unit Tests, teacher-designed assessments, writing rubrics, exit tickets and observation/ anecdotal notes. Data meetings are held each October, January and March with grade level teams and the Principal, Director of Student Services and the Resource Teacher. These collaborative conversations help teachers plan differentiation of instruction to meet individual student needs. Metro utilizes PowerSchool Assessment and Analytics to ensure that all faculty and their supervisors have access to real-time data on individual students’ performance and achievement of goals and objectives. Teachers are held accountable for ensuring that all of their students are meeting appropriate objectives.
Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be thoughtful members of society in the 21st century.

**HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS**

As noted throughout Element 1, instruction at Metro is designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) (www.corestandards.org) and Next Generation Science Standards (NGSS). Our faculty receive training and coaching in ensuring each and every student is supported in mastering state content standards. Metro’s teachers receive ongoing training and coaching in strategies such as using data to inform differentiation and instruction to ensure each student is mastering content objectives. As detailed in below, students in need of additional supports and intervention to master standards receive comprehensive supports.

To master ELD standards, our EL students receive both integrated and designated EL instruction, ensuring that every EL student, whether she is a newcomer or he is at-risk of LTEL designation or somewhere in between is supported on a path to proficiency.

**HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

As detailed above, we believe technology skills are critical for 21st century success, as well as preparation for online state standardized testing. Metro has a computer ratio of 2:1 in the grades 3-5 and 3:1 in grades TK-2. Metro has two Chromebook carts for the third through fifth grade classes, which enhance online learning and student comfort with computers, helping to prepare them for state online assessments. Teachers utilize Google Classroom, a platform that provides teachers with the ability to differentiate assignments, provide immediate feedback, and create digital portfolios. Students learn to research material, compose written responses and create a digital portfolio through an online platform. Students in grades TK-2nd utilize mobile computer carts equipped with laptops. Students in these grades learn fundamentals in computer literacy such as keyboarding, Microsoft office and safe online research. In addition to the mobile carts, each classroom has five iPads for use throughout the day. We provide students with safe and secure internet access for learning. Our faculty have extensive training in implementing and using on-line curriculum and assessment tools (see Professional Development, below). In the coming years, pending funds availability, we hope to install Smart Board or similar technology in our classrooms, and implement Digital Portfolios for all students in grades TK-5 (currently this is just used for students in 3-5).
TRANSPORTATIONAL KINDERGARTEN

TRANSPORTATIONAL KINDERGARTEN

Metro welcomes students whose fifth birthday falls between September 1st and December 1st into our Transitional Kindergarten (TK) program, which is conducted in combined classrooms with our Kindergarten students. The TK curriculum includes the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014) as well as the same curriculum as our Kindergarten program. Curriculum pacing and instructional delivery is monitored through the use of data to ensure TK students are able to master content before moving on in an age-appropriate way. Throughout our TK/K classrooms – particularly in recognition of the fact that most of our students have not attended high-quality preschools before enrolling at Metro – we incorporate a variety of early childhood development practices regarding language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

The Metro Charter school calendar includes 180 instructional days, plus 10 professional development and planning days for faculty.
### Sample Daily Schedules

Classes begin at 8:30 a.m. and end at 3:30 p.m. for all students, including kindergarten. Teachers are expected to be on campus at 8:00 a.m. each day, and the Principal and teachers participate in the morning “Meet & Greet” each day starting at 8:15. On Wednesday, classes begin at 8:30 a.m. and end at 1:00 p.m. in order to allow teachers two and a half hours of professional development.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:10</td>
<td>Journal and Morning Calendar</td>
<td>40 min. x 5</td>
</tr>
<tr>
<td>9:10–9:55</td>
<td>Reading Comprehension</td>
<td>45 min. x 5</td>
</tr>
<tr>
<td>10:00–10:15</td>
<td>Morning Nutrition + Recess</td>
<td></td>
</tr>
<tr>
<td>10:15–10:35</td>
<td>Reading Foundational Skills</td>
<td>20 min. x 5</td>
</tr>
<tr>
<td>10:35–11:25</td>
<td>Math Instruction/ Inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standards Based Calendar &amp; Problem of Day</td>
<td></td>
</tr>
<tr>
<td>11:30–12:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>Enrichment (P.E. Mon/Thurs, Art/Computer/Music: Tues/Fri)</td>
<td>45 min x 4</td>
</tr>
<tr>
<td>12:45–1:00</td>
<td>Community circle</td>
<td>15 min. x 5</td>
</tr>
<tr>
<td>1:00 – 130</td>
<td>ELD</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>1:30–2:00</td>
<td>Writing</td>
<td>30 min. x 5</td>
</tr>
<tr>
<td>2:00–2:30</td>
<td>PBL</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>2:30–3:20</td>
<td>Genius Time/ Afternoon Cleanup</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>3:20</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

### Holiday/Vacaciones

- **First Day of Classes/ Primer Dia de Clases**: Aug 22/18
- **Labor Day/ Dia de Trabajadores**: 09/03/18
- **Veteran’s Day/Dia de Veteranos**: 11/12/18
- **Thanksgiving Break/ Dia de Acción de Gracias**: 11/21/18-11/23/18
- **Winter Break/Vacaciones de Invierno**: 12/24/18-1/1/19
- **Dr. M. L. King, Jr. Day/ Dia de Dr. M. L. King, Jr**: 01/21/19
- **President’s Day/ Dia de los Presidentes**: 02/18/19
- **Spring Break/Vacaciones de Primavera**: 4/1/2019-4/5/2019
- **Memorial Day/ Dia de los Caídos**: 05/27/19
- **Last Day of Classes/ Ultimo Dia de Clases**: 06/07/19

### Total Days of Instruction

- **180** days

An "X" indicates days when school will not be in session. Una "X" indica días cuando la escuela no estará en sesión.
First Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Morning Meeting/Journaling</td>
<td>30 min x 5</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Reading Foundational Skills</td>
<td>45 min x 5</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Writer’s Workshop</td>
<td>30 min x 5</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Morning Nutrition + Recess</td>
<td></td>
</tr>
<tr>
<td>10:30-11:05</td>
<td>ELD</td>
<td>35 min x 5</td>
</tr>
<tr>
<td>11:05-12:00</td>
<td>Math Instruction</td>
<td>55 min x 5</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch &amp; Recess</td>
<td></td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Enrichment: Monday and Thursday: Art/Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuesday and Friday: PE</td>
<td>45 min x 4</td>
</tr>
<tr>
<td>1:15-2:00</td>
<td>PBL</td>
<td>45 min x 4</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Reading Comprehension</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Community Circle</td>
<td>15 min x 5</td>
</tr>
<tr>
<td>2:45-3:20</td>
<td>Genius Time/ Afternoon Cleanup</td>
<td>35 min x 4</td>
</tr>
</tbody>
</table>

2nd Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:15</td>
<td>Morning Calendar and Review</td>
<td>45 min x 5</td>
</tr>
<tr>
<td>9:15-10:35</td>
<td>Reading Comprehension</td>
<td>75 min x 5</td>
</tr>
<tr>
<td>10:35-10:50</td>
<td>Morning Nutrition + Recess</td>
<td></td>
</tr>
<tr>
<td>10:50-11:35</td>
<td>Writer’s Workshop</td>
<td>45 min x 5</td>
</tr>
<tr>
<td>11:35-12:00</td>
<td>Math Instruction</td>
<td>55 min x 5</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Enrichment: Monday and Thursday: Art/Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuesday and Friday: PE</td>
<td>45 min x 5</td>
</tr>
<tr>
<td>1:45-2:30</td>
<td>PBL</td>
<td>45 min x 4</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>ELD</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>3:00-3:20</td>
<td>Community Circle</td>
<td>15 min x 4</td>
</tr>
<tr>
<td>3:20</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

3rd Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–8:55</td>
<td>Morning Work and Morning Meeting</td>
<td>25 min x 5</td>
</tr>
<tr>
<td>8:55-9:50</td>
<td>Reading Comprehension</td>
<td>55 min x 5</td>
</tr>
<tr>
<td>9:50-10:05</td>
<td>Nutrition + Recess</td>
<td></td>
</tr>
<tr>
<td>10:05-11:00</td>
<td>Writer’s Workshop</td>
<td>55 min x 5</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Math Instruction</td>
<td>60 min x 5</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Reading Foundational Skills</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>1:20-1:50</td>
<td>ELD</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>1:50-2:20</td>
<td>PE</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>PBL</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Community Circle</td>
<td>30 min x 4</td>
</tr>
<tr>
<td>3:30</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>
### 4th Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:50</td>
<td>Morning Meeting</td>
<td>20 min. x 5</td>
</tr>
<tr>
<td>8:50-9:10</td>
<td>Writer’s Workshop</td>
<td>30 min. x 5</td>
</tr>
<tr>
<td>9:10-10:10</td>
<td>Reading Workshop</td>
<td>60 min. x 5</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Morning Nutrition + Recess</td>
<td>15 min. x 5</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Math</td>
<td>50 min. x 5</td>
</tr>
<tr>
<td>11:20-12:00</td>
<td>Word Work</td>
<td>40 min. x 5</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>ELD</td>
<td>30 min. x 5</td>
</tr>
<tr>
<td>12:35-1:05</td>
<td>Lunch</td>
<td>30 min. x 5</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Reading Foundational Skills</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>PE/Art</td>
<td>60 min. x 4</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>PBL</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Community Circle</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>3:30</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

### 5th Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–8:45</td>
<td>Morning Meeting /Journals/ELD support</td>
<td>15 min. x 5</td>
</tr>
<tr>
<td>8:45-9:40</td>
<td>Reading</td>
<td>55 min. x 5</td>
</tr>
<tr>
<td>9:40-10:30</td>
<td>Writers’ Workshop</td>
<td>50 min. x 5</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Morning Nutrition</td>
<td></td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Math</td>
<td>75 min. x 5</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>PBL</td>
<td>60 min. x 4</td>
</tr>
<tr>
<td>1:30-2:15</td>
<td>PE/Art</td>
<td>45 min. x 4</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>ELD</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Community Circle</td>
<td>30 min. x 4</td>
</tr>
<tr>
<td>3:30</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

### Early Dismissal Sample Schedules

#### TK-2 Early Dismissal

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:10</td>
<td>Journal and Morning Calendar</td>
</tr>
<tr>
<td>9:10-9:55</td>
<td>Reading Comprehension and Foundational Skills</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Morning Nutrition + Recess</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>10:35-11:25</td>
<td>Math Instruction/ Inquiry Standards Based Calendar &amp; Problem of Day</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>ELD</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>Community circle</td>
</tr>
<tr>
<td>1:00 –</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL DAYS AND MINUTES

Students at Metro receive considerably more instructional minutes annually than required.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minimum Days</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req't.</th>
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</thead>
<tbody>
<tr>
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<td>142</td>
<td>355</td>
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<td>180</td>
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<td>2</td>
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<td>355</td>
<td>38</td>
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<td>58580</td>
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<td>3</td>
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<td>38</td>
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<td>50400</td>
<td>60000</td>
<td>9600</td>
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<tr>
<td>4</td>
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<td>365</td>
<td>38</td>
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<td>60000</td>
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<tr>
<td>5</td>
<td>Yes</td>
<td>142</td>
<td>365</td>
<td>38</td>
<td>180</td>
<td>54000</td>
<td>60000</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>8</td>
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<tr>
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<tr>
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</tr>
</tbody>
</table>

### PROFESSIONAL DEVELOPMENT

#### TEACHER RECRUITMENT

Staff members are recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach for America, EdJoin, idealist.org, coalition of essential schools, PEN network), the school website, career fairs, local universities and word of mouth referrals. Metro engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Principal and other lead staff review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates
candidates are interviewed for positions. The Principal bears primary responsibility for all teacher hiring. The Principal is joined in his/her efforts by a hiring committee that includes teachers and if possible a parent. Candidates for teaching positions are interviewed, and in some cases are asked to teach a lesson to a classroom of students where feasible and/or return for a second round of interviews. In some cases, the Principal may observe candidates teaching a lesson in their current positions. Following interviews, Metro contacts references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment. In addition, Metro verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and federal requirements.

Metro makes every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers clearly state the education philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers who are committed to Metro’s innovative and collaborative approach, Metro provides: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program. See Element 5: Employee Qualifications for detailed information about the recruitment and hiring of teachers at Metro Charter School.

**Professional Development**

*The heartbreaking difficulty in pedagogy, as indeed in medicine and other branches of knowledge that partake at the same time of art and science, is, in fact, that the best methods are also the most difficult ones: it would be impossible to employ a Socratic method without having first acquired some of Socrates’ qualities. –* Piaget, 1969.

Metro offers engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond and other leading experts, including activities that are experiential, collaborative, sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice. (Darling-Hammond, 1995.) The Principal serves as the instructional leader and lead supervisor of instructors, conducting formal and informal classroom observations, setting goals for performance, and providing regular feedback to teachers. General observations that have school wide implications inform plans for professional development. The Principal, Director of Student Services and as the school grows, additional instructional leaders, visit classrooms daily to observe teachers. In addition, the Resource Specialist works closely with teachers in providing professional development and individualized expertise in strategies and targeted interventions for students in need.

Metro has implemented a Professional Learning Communities (PLC) model for teacher collaboration and peer coaching. Grade level PLCs discuss research, analyze and discuss curriculum, instruction, assessment, and behavior management as well as open-ended discussions about how the school might best promote student success. This year, for example, our PLCs are focused on math instruction and math data, as well as English Learner proficiency. Through PLCs, our faculty continuously analyze student achievement data, conduct reflective inquiry, actively seek and cooperatively implement solutions, and evaluate learning outcomes. Teachers also are given ample opportunity to observe one another, with those who excel in a particular area taking the lead in helping to train their peers. Data collected through classroom observations help determine professional development topics. During end
of the year meetings, teachers are surveyed to determine whether or not the practices of high quality professional development are in place at the school.

Perhaps most importantly, teachers are provided significant time and opportunity – including 9 full pupil-free days plus at least two hours each week to engage in collaborative planning time and professional development to continuously improve their teaching practice, including:

- A one-week, mandatory Summer Institute for all teachers prior to the start of each school year to review the school’s philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.
- Once-weekly grade level planning meetings; monthly planning time across grade levels.
- Wednesday “Early Out” sessions provide a dedicated two-hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, professional learning communities, and collaborative planning time for curriculum and assessment development. PD progresses through an organized cycle on Wednesday PD sessions. Each cycle begins in Week One with whole school teacher PD on a designated topic, e.g., CGI strategies for math instruction. In Week Two, grade level planning and data meetings occur with the Principal and Director of Student Services to review student achievement data for the grade and CGI implementation in the context of grade level standards and the students they teach. In Week Three, PLCs meet for further depth and planning on math instructional strategies. This cycle is then repeated with a new topic, e.g., Student Behavior and Social Emotional Learning.
- Two to three Pupil-free days throughout the year to intensely analyze student achievement data and engage in collaborative planning.
- Clearly articulated expectations with respect to professional development outcomes.
- On site visits and observations that follow the Learning Walk model (Resnick).
- Visits to other innovative and high performing schools.
- Access to a professional development library and other professional resources
- Opportunities to attend professional development workshops or conferences on topics that have been agreed upon in advance by the Principal.

**Professional Development Topics**
The Principal, Director of Student Services and lead teachers all collaborate to determine specific topics and sequencing for professional development:

**Summer Teacher PD**
- Mission and vision of Metro Charter School and review of the charter petition
- Review of student achievement data for returning students (where available)
- School Operations
- Health & Safety Policies and Procedures:
  - Child Abuse and Blood borne Pathogens
  - Disaster Preparedness and Safety Plans
  - Metro’s Responsibility Policy and implementing it school wide and within your class
  - Understanding restorative justice practices and how they support students with trauma
• ELD support: ELPAC testing and scores, Integrated vs. Designated support, SDAIE, Reclassification process and criteria
• Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
• CCSS framework and standards/Backwards Planning
• Developing a stronger foundational skill and word study program using Words their Way
• Developing PBL units that integrate social studies and science standards as well as ELA standards
• Math Instruction such as development of stronger number sense lessons and analysis of student work, understanding the importance of integrating math fluency into daily practice, developing number talks in the classroom to support differentiated instruction

Throughout the Year:
• Resnick’s Principles of Learning
• Teaching in a constructivist classroom
• Project-based learning
• Using data to differentiate instruction
• Integrating technology in the classroom
• Literacy instruction: balanced literacy, reading and writing across the curriculum, ABCs of phonics instruction
• Classroom Management Success
• School behavioral expectations, character education
• Assessment: standardized tests (CAASPP, ELPAC, etc.), Diagnostic Reading Assessment, DIBELS, NWEA MAP
• Review of student achievement data (bi-monthly) and using data to differentiate instruction

MEETING THE NEEDS OF ALL STUDENTS

Through differentiated and personalized learning, our special needs populations automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. In addition, the following assist in meeting students’ individual needs:

1) Smaller class sizes which allow the teachers to truly know their students
2) Ample instructional planning time so that teachers can modify and create lessons and curriculum to meet the needs of individual students
3) A culture among teachers of openness and collaboration, including team planning sessions and weekly professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children
5) Various forms of assessment that are used to guide instruction
6) Learning goals and objectives that are clearly articulated
7) High expectations for all students

Metro has carefully established both procedures and sufficient staffing resources to ensure the needs of all students are met, including those who need additional support beyond the classroom to meet grade level standards. Metro’s Response to Intervention Model with integrated systems of leveled support are designed to ensure that the school and community are doing everything possible to make students
successful at school. The Response to Intervention (RTI) process is used to provide multi-tiered systems of support for academic and behavioral instruction; where these supports and interventions are not successful in achieving desired results, students may be referred for evaluation for potential special education services and an IEP. The RTI system of support constructs interventions, programs, and services based on student data and student outcomes. Our RTI model has three tiers:

Tier 1: In-class Tier 1 intervention includes differentiation such as small group reading and flexible grouping. A total of 6 support staff for 10 classes is roughly one per grade level. Support staff works with students needing additional time understanding new learnings. Teachers work with parents to develop either behavior or academic contracts for those students needing additional support.

Tier 2: For students not meeting grade level, intervention includes the Director of Student Services using data (DiBELS, DRA, NWEA MAP, classroom data, etc.) to identify students who are not meeting grade level. Small groups are created that work with support staff at least three times weekly for twenty minutes, over a period of eight weeks. Support staff in turn meet with the Director of Student Services weekly to help plan and guide instructional time and interventions. During each session with support staff, students follow the same structure of 1) reviewing sight words or letter sounds 2) practicing fluency passages (grades 1-5) 3) oral and written comprehension. The curriculum is based on 6 minute Fluency and Rewards. After eight weeks, students are reassessed to determine next steps.

Tier 3: For students not making progress, SST meetings are held (see below). With parent consent, students receive intervention support from specialists: occupational therapist, speech therapist, resource specialist and counselor if needed.

Student Success Team (SST)
Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team (SST) opens a new pathway of support to students. Upon enrollment at the school, parents receive information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process is coordinated by the Director of Student Services, who organizes the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, above.)

On a biweekly basis, the Director of Student Services meets with teachers whose students are being discussed, along with any additional staff or consultants whose expertise may be needed (e.g., special education consultants) to review all referrals by parents, teachers and other staff for potential evaluation and appropriate responses for individual students, including, as needed, referral for evaluation and assessment of a suspected disability. These meetings also include regularly reviewing sub-group assessment data to identify areas of need in our curriculum and ensure that all students and sub-groups are meeting or exceeding state content standard and school goals.
When a student has been referred to the SST, the Team initiates a meeting that includes the student’s parents/guardians, the Principal, the student’s teacher, and if appropriate, any consultants(s) to discuss the concerns in an organized, systematic, problem-solving manner and develop specific action steps to address them.6

The SST process begins by reviewing the student’s work portfolio and clarifying the student’s strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention.

Following is an outline of the SST process:

Prior to the SST Meeting
- Teacher, parent or other staff member completes a referral form
- The Director of Student Services receives the referral, and determines at the weekly meeting which individuals need to be present at the SST Meeting regarding the student (including the child’s teacher, parents/guardians, and possible outside consultants, etc.) and completes a preparation checklist for the SST meeting
- The Director of Student Services schedules the SST Meeting with all identified parties

During the SST Meeting
- All necessary team members are present, including parents or guardians
- A translator is provided if needed or requested by the parent
- The SST facilitator introduces all members of the team
- The purpose of the meeting is clearly stated
- A timekeeper is appointed
- Team members, including the parents or guardians, share their knowledge of the student, beginning with the student’s strengths and other known background information and referring to the student’s ILP and additional information
- Members have access to student achievement data and work samples at the meeting
- Concerns are presented and synthesized to focus on the primary concerns
- The team brainstorms a broad range of strategies for intervention or modifications to address the identified concerns
- The team selects the best strategies and an action plan for next steps is developed collaboratively
- Responsibilities and timelines are assigned
- A follow up meeting is scheduled to discuss progress and outcomes

Post SST Meeting
- Meeting notes are copied and distributed to team members
- Action items are monitored for follow through

6 In the event this process would constitute an inappropriate delay in ensuring a child receives special education services pursuant to a formal evaluation and assessment of a suspected disability, the SST meeting will not be required to take place prior to referral for evaluation/assessment.
SST members and parents or guardians are reminded of scheduled follow up meeting(s)

Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.

**ENGLISH LEARNERS**

Metro serves a significant number of English Learners (26% in the current year). To address the significant academic needs of EL students, all of the major components of Metro’s instructional program have been carefully designed to promote the academic and social success of EL students. Metro adopts the LAUSD English Learner Master Plan. Several key features of effective programs for English learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English learners in California. (www.sharingsuccess.org.) Many of those features have been incorporated within the program at Metro Charter, such as:

- **Inclusion** - The program for English learners are an integral part of the school, neither conceptually nor physically separated from the rest of the school.
- **Enrichment** – English learners are provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students emphasizes critical thinking, hands-on learning, relevance, and connection across the disciplines.
- **Coordination** - A premium is placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules have been designed to provide common planning time for teachers.
- **Internal Impetus** – Metro Charter School teachers and school leaders are the driving force and key players in designing and implementing innovative curricular and instructional approaches.

**a. PROCESS FOR IDENTIFYING ELs**

Metro adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a [Home Language Survey](#) upon enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at Metro ES.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The school will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>fully functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>limited functional</strong> receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.</td>
</tr>
</tbody>
</table>

Parents are notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. Metro uses annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners (EL), determine their English Language Development (ELD) levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for student already identified as EL are administered within the Annual Assessment window.

**Educational Program for English Language Acquisition**
In addition to the major program design features at Metro that support students who are ELs, teachers at Metro employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)
Six Key Strategies for Teachers of English-Language Learners

1) Vocabulary and Language Development
   i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
   ii) Teachers build on student’s background knowledge.
   iii) Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)
   i) Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
   ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
   iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment
   i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
   ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
   iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) Explicit Instruction
   i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) Meaning-Based Context and Universal Themes
   i) Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
   ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
   iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals
   i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as Thinking Maps), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

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Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).
Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE)
Similar to differentiated instruction and universal design, sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are ELs. The teachers at Metro engage in the following practices to support universal access of subject matter content for all students:8

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

As such, teachers will implement Strategically Designed Academic Instruction in English strategies in classrooms throughout the school. Metro Charter School teachers will have or receive professional development during the Summer Teachers’ Institute as well as follow-up sessions at least once every other month, with additional opportunities for those who are interested/identified by school leaders as needing additional training, regarding the following strategies for working effectively with students who are English learners:

Modified speech
- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

Contextual clues
- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

Multisensory experiences
- realia, props and manipulatives
- audio-visual materials
- hands on activities and demonstrations
- overhead transparencies and similar projection technologies

Comprehensible input
- graphic organizers (maps, charts, graphs)
- word banks with picture clue
- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

Frequent comprehension checks
- questions asked about details
- eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

Formative assessment
- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types

Summative assessment
- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information

Appropriate lesson design
- student fluency level is reflected
- evidence of scaffolding
- listening and speaking activities precede reading and writing activities
- reading assignments include pre-reading, during reading, post-reading activities
- writing activities preceded by pre-writing
- use of cooperative learning groups
- accessing prior knowledge
- appropriate pacing
- modeling of activities
- specific learning strategies or study skills are taught and modeled
- text adaptation
- emphasis on higher order critical thinking skills
- provision of native language support when possible
- extension/debriefing activities included

Content-driven
- rigorous core curriculum (not watered down)
- key topics organized around main themes
- topics appropriate to grade level

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:
I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

**Anticipatory Guide**: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

- **Comparison-Contrast Matrix** - Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied.
- **Flowcharts** – Students sequence important events in the development of the Greek culture.
- **Cause and Effect Chart** – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

**Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

**Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other’s drawings.

**Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write “yes” or “no” on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other’s questions.
III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Element 15f Greek culture they feel the quote illustrates.

HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS

Metro bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, Metro teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. Our EL Coordinator (currently the Principal, with support from the Administrative Coordinator on testing and reporting) partners with the classroom teachers to include ELD goals on students’ learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

PROVIDE PROFICIENCY LEVELS WITH MEANINGFUL ACCESS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

The instructional program for English learners at Metro is planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development (ELD).

As mentioned, students who are English learners also are served within the classroom through daily English language development (ELD) lessons on an individual and small group basis. During these focused sessions – both within the classroom, for example during reading instruction time, and in “pull out” sessions as needed (where students work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring), students are grouped homogeneously according to their ELD level. Teachers will implement the Benchmark curriculum as the foundation of the ELD program beginning winter 2018.
Key academic vocabulary and concepts will be introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at Metro are required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

Support for ELs who are learning to read in TK/K and first grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, kindergarten teachers utilize the following strategies in their classrooms:

- Students will have sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students’ primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.

- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.

- Teachers will provide brief practice sessions for English learners who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of particularly difficult letter sounds.

- Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.

- Teachers will encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

**PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL’S ENGLISH LEARNER PROGRAM**

The Board and school leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. In response to the results achieved on these assessments and feedback, Metro will identify program areas of needed improvement. These areas are addressed through professional development both whole school and by grade-level, and through one to one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted intervention.

**PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION**

EL student classification uses the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).

(http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp)

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level -- knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California
Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both teachers and administration will monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria is as follows:

- ELPAC scores: between levels 3-4
- NWEA MAP (or other comparable benchmark) scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards (if applicable)
- Teacher recommendation
- Parent consultation
- Analysis of writing sample

The Principal monitors classroom instruction, updates ELD levels in the Student Information System, , reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The Principal/Director of Student Services shares the progress and performance of ELs with the teachers and works with them to make the final decision regarding progression to the next ELD Proficiency Level.
**Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students**

The Principal along with the Administrative Coordinator also monitors the progress of students reclassified as Re-designated Fluent English Proficient (RFEP) to ensure that they maintain English proficiency, retests any students who appear not to maintain proficiency, and reclassify these students as ELs once again if indicated by the school’s criteria.

**Process for Monitoring Progress and Supports for Long Term English Learners (LTEls)**

As Metro only serves grades TK/K-5, we do not officially have any students classified as Long Term English Learners (LTEl), since that designation is given to students who have spent seven years or more in California schools and are not meeting various criteria. (AB 2193, Lara). Nevertheless, we closely monitor each EL’s progress and any instances in which a student is not making sufficient progress towards reclassification. The Principal, Administrative Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Metro prioritizes resources for students at risk of being identified as LTEls. Students and parents are made aware of the risks associated with LTEl status, as well as specific barriers to reclassification and ways to address them.

**Gifted and Talented Students and Students Achieving Above Grade Level**

Gifted students are served within the regular classroom program. Teachers at Metro use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. Our integrated approach to planning and delivering instruction is an effective approach for all learners, including gifted students. In the case of gifted students, teachers provide a variety of options for students to demonstrate their understanding of what they have learned.

*Identification of Gifted Students*

Teachers use a variety of assessment measures, including standardized assessment data and beginning of the year diagnostic tests, as well as other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians are informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

*Strategies to Support Gifted Students*

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) Metro has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and high achieving students to work at an accelerated pace
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
• Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
• Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners are met within the regular classroom program. As with all other statistically significant subgroups and individual students, the Principal and classroom teachers monitor the progress of all GATE students.

**Students Achieving Below Grade Level**

Metro is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. Students are identified as under achieving or at-risk of low achievement based on:

• classroom performance
• CAASPP (for grades 3-5), DIBELS (TK/K-5), DRA, and other benchmark assessments (including, starting in 2017-18, NWEA MAP)
• Teacher observations
• Parent input
• SST recommendations

Students will be recommended to the SST, where appropriate intervention staff, Director of Student Services and teachers, will consult for additional interventions and supports, and determine next steps. Targeted support for students who are academically low achieving may include:

• Early intervention in reading during ELA;
• Small group support (in or out of the classroom)
• Wrap around service interventions such as counseling, occupational therapy, referral to community partner such Violence Intervention Program for Counseling
• Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
• Other program modifications and supports as determined by the classroom teacher
• Behavior Support Plan
• More frequent parent-teacher communication and parent involvement

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more. As with all other statistically significant subgroups and individual students, the Principal and classroom teachers monitor the progress of all students achieving below grade level.
**Socio-Economically Disadvantaged/Low-Income Students**

Beyond identifying SED students via enrollment forms (i.e., FRPL applications), our teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST is responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. We offer vision and hearing screening for all students, and counseling for students on Medi-Cal. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well.

Metro offers a whole day program from TK/K on, and parents are able to drop-off their children starting at 7:15 a.m. and through an after-school program until 6:00 p.m., both to best serve our students’ needs and accommodate working families. As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is a not a determinate factor in a students’ ability to succeed academically. We have not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, Metro utilizes strategies described in other sections of this petition. As with all other statistically significant subgroups and individual students, the Principal and classroom teachers monitor the progress of all FRPL students.

**Students with Disabilities**

Please see DRL above.

**Students in Other Subgroups**

Metro will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. Our teachers’ assistants with the support of the Director of Student Services are paired individually with students with identified need for extra support, and spend 10 minutes or so a few times a week checking in informally with their paired student, asking about class work and homework and providing support and encouragement.

Metro screens for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home). Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes.

Metro will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways Metro will screen for homeless is through drop in grades, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. Metro will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.
Metro identifies Standard English Learners through placement assessment results on Language tests, performance on benchmark assessments that include written performance tasks and reading and language comprehension, grades in classes, and teacher input. Some of the instructional strategies that Metro implements to support the unique needs of its Standard English Learners include providing increased collaborative opportunities in each class so students can practice the language, teaching of academic vocabulary and language in all classes, and use of visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking.

Students in all subgroups are monitored through performance on state assessments, internal benchmark exams, and grades. Continued support is provided to students based on their performance on each indicator. As with all other statistically significant subgroups and individual students, the Principal and classroom teachers monitor the progress of all these students.

A TYPICAL DAY

DESCRIPTION OF A TYPICAL DAY

Starting at 7:15 each morning, the campus is open to greet students and provide them with a critical start to their day: a healthy breakfast, served by Metro staff. Parents are encouraged to join their students during breakfast and morning assembly. As students arrive on campus in the morning, they happily greet their friends and faculty members by name, with many students holding the hands of their younger siblings. Teachers arrive by 8:00 a.m. to prepare their classrooms for the day. At 8:20 a.m., teachers, staff and school leaders head to the play yard to greet students and parents. Shortly before 8:20 a.m., students line up in their class lines for morning assembly. Morning assembly is student led. Each week a class leads the morning assembly, greeting their peers, reviewing the theme of the month and sharing work they have done. One week a class may review ways each person can show empathy on campus while another class may decide to share the canned food drive they are participating in. Student council members, who are fourth and fifth graders, make special announcements regarding upcoming events on campus. Administration takes this time to remind students of school expectations. By 8:30 students are dismissed to their classes with the message to have a great day or to show their Metro PRIDE.

From the start to the end of school at 3:30 p.m., visitors would notice the attention paid throughout the school to individual students – photos, self-portraits and essays about each student are featured on the walls of each classroom and in hallways, encouraging each member of the school community to get to know the students. As the year progresses, student art work, projects and experiments are prominently displayed as well. Student-designed signs in each room state the school community values such as positivity responsibility, integrity, diversity and empathy, all defined by the students themselves. Students see their daily schedule posted prominently in the class, along with details about the day’s lessons including the goals and objectives for the day’s learning.

Visitors would notice that students of all ages are engaged in animated debate and discussion about group projects, science experiments, mathematical equations, dramatic productions and books read. Students are engaged in every corner of the school: manipulating, charting, diagraming, designing, building, de-constructing, excavating, dissecting, mixing, growing, sketching, composing, and much more. The materials available to students are as diverse as the activities themselves. School computers and iPads enable research, interactive learning and assessment, and programming. There also are quiet
times, when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups. In addition to small group instruction led by teachers, instructional aides provide individual and small group support.

School leaders are a regular presence in each classroom. Teachers and students are accustomed to the Principal and other instructional leaders’ regular presence in their classrooms as they conduct informal observations, model instructional strategies, and coach teachers to ensure that all of our instructional staff continuously develop their teaching practice and have the support and resources they need to succeed. The Resource Specialist and other intervention teachers work with small groups of students in the main classroom in addition to “pulling out” students for one-on-one and small group instruction. The school’s Administrative Coordinator, working closely with the Principal, serve as a primary point of contact for families, helping to ensure each student’s full and timely attendance, overseeing communications between school and home, and work in close collaboration with our back-office services provider to oversee all operations functions such as accounting, payroll, HR, reporting, facilities, compliance and other issues to ensure that our instructional staff has the time and resources to focus on what they do best: ensure student success.

Most students begin each day with instruction in English language arts, then math, followed in the afternoons with a block devoted to science/social science and project-based time, along with sessions each week utilizing the roving computer cart for both online curriculum and assessment. Students receive an enrichment block three to four days a week in which instructional aides lead them through lessons in visual arts, computer programming, media arts and physical education. Other students receive enrichment through community partners such as the local YMCA and Inner City Arts. Physical education and health/nutrition education are a valued part of the curriculum, including our plan to implement a school garden program. Each day ends with a community circle, which allows for students to reflect on their learning or address any problems that may be occurring on campus. At the end of each school day at 3:30, we offer a dynamic after-school program that includes both homework completion/tutoring time as well as an assortment of enrichment activities, along with all-important supervised free play.

Teachers and staff utilize the students’ local and global community to create their essential questions for project based learning study. Second graders work collaboratively to determine whether a car, bus or Metro is the cheapest and cleanest option for an upcoming field trip, using their understanding from math and science to answer this question. Third graders study various play structures within the Downtown area with the goal of making suggestions for the development of Metro’s play structure. During the unit, students utilize their local community by going on walks, riding the dash or taking the Metro. The integration with Downtown is prevalent in Metro’s culture down to the fact that each classroom is named after a street downtown.

Rather than rows of desks and students all working on the same exact worksheet at once, at Metro Charter School, learning includes very active periods with both group work and individual activity that involves questioning, experimentation, collaboration and student-teacher interaction. In a first grade class, for example, an observer might see a small group of English Learners working with an Instructional Aide on grammar mechanics, a group of advanced readers working in pairs to “report” on the books they have just read to their pair partner, the teacher working with another small group having each child take turns reading aloud, and a trained community/parent volunteer working one-on-one with a child who is struggling to read, providing much-needed encouragement, individual attention, and specific skills reinforcement. Throughout the curriculum, teachers emphasize depth of understanding and
authentic learning situations for all students by differentiating the curriculum for advanced students and re-teaching and providing alternative assessments to students who are challenged by the material.

At all levels of Metro, students choose “just right” books from their classroom libraries to read at school and at home (20 minutes daily for grades K-1 and at least 30 minutes daily for grades 2-5, all recorded on daily reading logs signed by parents). Online reading resources are made available for students to utilize both in the classroom and at home. This strong emphasis on literacy follows students during their years at our school, as students read, write, listen, and speak throughout the day in every content area. Conversations about books pepper students’ interactions throughout the day.

While our standards-based curriculum includes clearly defined lesson plans and curricular resources, the dynamic and interactive nature of our instructional methodologies inherently means that the curriculum itself becomes a sort of living and breathing entity as students engage in active learning and make the curriculum their own in their journey to mastering the content standards. Students learn content through a variety of different methodologies to ensure that each student’s individualized array of intelligences, learning style, talents and challenges is addressed to ensure standards mastery. Teachers continuously tailor instruction to meet the needs of the particular students in each class. Class structure vary from ‘whole class’ direct instruction to small group collaboration and instruction (including combining groups between different classrooms, based on skill level), and any other permutation that fits the intellectual exploration at hand. Metro teachers are expected to utilize a variety of instructional methods and ongoing formative and summative assessments to continuously determine whether, in fact, the lessons have had the desired outcome: student mastery of state standards.

Students regularly interact with their peers both in their own classrooms, as well as across grades, participating in performances and demonstrations, reading with upper-grade “book buddies” and sharing their project based learning units with each other. Halls are filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents and other visitors can learn also from the students’ work.

The faculty and staff at Metro – from the Principal to the yard supervisors and custodians -- consistently create and foster a school culture of joy, excitement and celebration in learning and the work being done within and beyond school walls by our students. All staff are trained to greet students by name, and everyone – faculty, staff, parents, students – works together to consistently practice school values that are carefully designed to create a culture of respect and cooperation. Parents are a common presence in our school, as enthusiastic supporters at end-of-unit classroom celebrations and demonstrations; volunteers in the classrooms, school office, lunch area and library; and serving as true “boosters” of our operation. This collaborative effort ensures that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD
OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

**Measurable Goals of the Educational Program**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**Measurable Goals of the Educational Program**

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*
METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Metro administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs. The school Principal and Director of Student Services discuss the progress of individual and groups of students in every classroom several times each year with teachers (and at least quarterly in a structured, school-wide professional development/planning day) in order to ensure that all students are making satisfactory progress toward mastery of grade level standards. In depth discussions around student progress occurs during professional development meetings on “Early Out” Wednesdays and during collaborative weekly grade level planning time. Metro regularly measures student progress against the clearly established learning outcomes articulated within the Metro Charter curriculum (see Element 1, Curriculum Scope and Sequence) in order to make data-driven decisions regarding how to design and implement an instructional program that appropriately challenges and supports all groups of students and individuals across the learning continuum.

In addition to the state-mandated tests, Metro administers a variety of published/online pre- and post-assessments. Assessment data is used to plan instruction, organize instructional groups within the classroom, design program elements, and to identify students for intervention support or advanced challenge.

### Assessment, Purpose, Grade Levels and Administration Timeline

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Administration Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects</td>
<td>Measure standards mastery in each subject</td>
<td>TK-5</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>Publisher-Designed Assessments (Online and paper-based)</td>
<td>Assess standards mastery</td>
<td>TK-5</td>
<td>End of each unit</td>
</tr>
<tr>
<td>Writing Rubrics</td>
<td>Assess mastery of grade-level writing standards</td>
<td>TK-5</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>CAASPP</td>
<td>State Criterion-Based Assessment in ELA and Math</td>
<td>3-5</td>
<td>Once a year</td>
</tr>
<tr>
<td>California Science Test (CAST)</td>
<td>State Assessment in Science</td>
<td>5</td>
<td>Once a year</td>
</tr>
<tr>
<td>California Alternative Assessment (CAA)</td>
<td>Alternative assessment in ELA, Math and Science</td>
<td>3-5</td>
<td>Once a year</td>
</tr>
<tr>
<td>NWEA MAPs</td>
<td>National Normed-Referenced Assessment in ELA and Math</td>
<td>K-5</td>
<td>Beginning, mid- and end-of-year</td>
</tr>
<tr>
<td>DIBELS/DRA</td>
<td>Reading Assessment</td>
<td>TK-5</td>
<td>Beginning and end of year</td>
</tr>
<tr>
<td>ELPAC</td>
<td>Measure language acquisition</td>
<td>TK-5</td>
<td>Upon enrollment; twice annually</td>
</tr>
<tr>
<td>------------------------------</td>
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<td>---------------------------------</td>
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<tr>
<td>Digital Portfolios</td>
<td>Measure mastery of grade-level content</td>
<td>3-5; expanding to K-5 by 2019-20</td>
<td>End of each trimester</td>
</tr>
</tbody>
</table>

Assessment data is aggregated by grade, classroom, sub-groups, etc. to enable school leaders to identify trends and address specific needs for instruction as well as teacher professional development and coaching. Thus in addition to utilizing student achievement data during whole-school professional development days and grade level data meetings held three times a year to look at individual student performance, school leaders also analyze teacher performance and efficacy and implement appropriate supports and training for teachers as needed.

**DATA ANALYSIS AND REPORTING**

Metro incorporates the use of the Power School online data management/student information system (SIS) to track and report student assessment data. The system allows teachers and instructional leaders to ascertain trends within achievement outcomes for individuals and groups of students in order to provide timely and appropriate interventions, academic challenge, and to make other suitable program adjustments. Identifying trends in student outcomes also allow the school to target focus areas for additional professional growth.

Power School gives teachers the essential information to effectively meet the needs of all students. The student achievement database also makes it possible for the school to track student demographic information and grades. Teacher data is included in the system and provides a means by which the school is able to examine the impact of teaching on student outcomes by considering the unique value-added information that is available via longitudinal assessment data.

As detailed extensively throughout this charter petition, both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff utilize test results along with other assessments to determine student’s academic needs and plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.

School leaders analyze assessment data at least monthly to determine professional development and coaching needs for faculty. Metro staff participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. Faculty are trained during the Summer Teachers Institute and through the early release days that are used to review student achievement data on how to interpret standardized test data and are engaged in critical analysis of all assessment data in real-time -- including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to
ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Results from these myriad assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC).
- A summary of major decisions and policies established or changed by the Board during the year.
- Summary data from an annual parent satisfaction survey.
- A summary of major accomplishments by the school community, including community partnerships, student accomplishments, fundraising and more.
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

**GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION**

Teachers formally report student progress to parents three times each year using report cards. Teachers use a grading scale of 1-4 to report students’ progress. A score of 4 indicates a student is exceeding grade level. Teachers conduct parent conferences twice annually (fall and spring) at the time report cards are issued so that parents have regular opportunities to discuss their child’s progress personally with his or her teacher. In addition, progress reports are sent home at the six week mark of each trimester to provide parents with updated information regarding their child’s academic growth. All instructional staff receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement is evaluated against state standards and the school’s stated outcomes and reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

**Student Retention**

If a student is not making adequate progress and becomes a candidate for retention, the school notifies the parent in writing and also contact the child’s parent by phone. Before March 1 of the current year, the child’s teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter is provided for parents whose native language is not English. In all cases, parents are encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made. The Principal’s decision, however, is final, and no appeals are allowed. As needed, the Student Success Team convenes a meeting to determine whether assessment for special education services is needed.
In the event the student is retained, the retention folder is added to and remain in the child’s cumulative folder. If the retention is no longer a consideration, the retention folder is stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder accompanies the cumulative file.

**ELEMENT 4 – GOVERNANCE**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)*

**GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.
**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.
Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
GOVERNANCE STRUCTURE

Metro Charter School is a direct-funded, independent charter school operated by Metro Charter Corporation (MCC), a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS. The Charter School is governed by MCC’s Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School.

1. ORGANIZATIONAL CHART

The following illustrates our Organizational Chart:

2. MAJOR ROLES AND RESPONSIBILITIES

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School. It maintains active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Principal.
- Approve all contractual agreements and purchases over $10,000. The Principal approves all invoices and purchases for $10,000 or less.
- Approve and monitor the implementation of general policies of the Charter School.
● Develop and monitor an operational business plan that focuses on student achievement.
● Approve and monitor the Charter School’s annual budget.
● Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of Metro and the establishment of investment procedures.
● Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
● Regularly review progress of both student and staff performance.
● Develop, review, or revise the Charter School’s accountability and mission.
● Approve the school calendar and schedule of Board meetings.
● Develop Board of Directors policies and procedures.
● Participate in the dispute resolution procedure and complaint procedures when necessary.
● Approve charter amendments.
● Approve annual fiscal audit and performance report.
● Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
● Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which the Charter School is established.

The Metro Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities through affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. Trainings may include, for example, Brown Act training.

**Principal**
The Principal shall embody, advocate, and put into operation the mission, vision and strategic direction of Metro. The Principal shall oversee all aspects of the school’s programs, including financial, operational, educational operations, and strategic planning. The Principal shall not be a member of the Board of Directors but shall fulfill the role of Chief Executive Officer within the corporation and as the corporation’s general manager shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors. The Principal shall have the general powers and duties of management customarily vested in a corporation’s CEO, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

As detailed more fully in Element 5, the Principal will:
● Oversee the day-to-day operations of the School including creating a positive school culture and environment of cooperation and respect at all levels;
● Ensuring compliance with federal, state, and district law and policy;
● Facilitate strategic planning with the Board of Directors;
● Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps;
● Oversee the Director of Operations, who is primarily responsible for the business/operational functions of the school including accounting and payroll (with back-office services provider), HR, service contracts, reporting, compliance, facilities and more;
• Develop appropriate budget projections and resource allocation, in collaboration with back-office firm.
• Recruit, hire, train and supervise talented teaching staff in implementing best practices consistent with Metro’s educational philosophies;
• Oversee teacher professional development;
• Oversee Metro’s policies and programs relating to Special Education, English Learners, Gifted and Talented students and other sub-groups;
• Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed;
• Promote the school mission and philosophy throughout the school community;
• Develop and maintain effective relationships with the District, and oversee all aspects of charter renewal, review and compliance.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Metro is governed by the corporate Board of Directors for MCC, who maintains active and effective governance in accordance with its adopted corporate bylaws that shall be consistent with the terms of this charter.

The Board shall have a minimum of three (3) and no more than fifteen (15) directors. The existing Board of Directors shall designate all directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.

The Board of Directors shall, in its discretion, form Committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals, including, but not limited to, a Finance Committee, Nominating Committee, Outreach and Diversity Committee and an Audit Committee.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the director.

At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Principal shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, MCC may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.
GOVERNANCE PROCEDURES AND OPERATIONS

The Board of Directors governing Metro will meet at least monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. The Board of Directors shall set aside one meeting, annually in June, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in June of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School, at the entrance of the school’s main office, and on the school’s website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

Meetings of the Board shall be held at any place within the boundaries of the Los Angeles Unified School District. As defined in the Bylaws, a quorum of the Board is a majority of directors currently in office. Members of the Board may participate in teleconference meetings so long as all of the following Brown Act requirements are met:

- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of LAUSD;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board is fully responsible for the operation and fiscal affairs of Metro Charter School including but not limited to the following:

- Promote, guard and guide the vision and mission of Metro Charter School;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Principal;
- Approve all contractual agreements;
- Approve and monitor Metro’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Metro in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Metro;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support Metro;
- Execute all applicable responsibilities provided for in the California Corporations Code;
• Monitor student achievement to ensure progress toward fulfillment of the school’s mission;
• Engage in ongoing strategic planning;
• Approve the schedule of Board meetings;
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit and performance report;
• Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Metro any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

• Be in writing;
• Specify the entity designated;
• Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.

The MCC Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

STAKEHOLDER INVOLVEMENT

School Advisory Council
All stakeholder groups within the school community play a vital role in advancing the vision and mission of Metro and its programs.

The School Site Council helps ensure that parents are involved in shared leadership at the school. The School Site Council is comprised of parent and teacher elected representatives, via procedures and policies set by the Principal. The School Site Council meets monthly for a minimum of eight (8) times each year (when school is in session). The Council makes recommendations and participates in a shared decision making process regarding special school wide events and activities and fundraising at the local school level, including taking a leadership role in ensuring stakeholder input in the annual LCAP review and goal setting process, as well as recommendations about resource allocations. Other members of the school community are invited to attend School Site Council meetings in a non-voting capacity. Although the School Site Council will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups, if agreement cannot be reached
on any issue, the Principal, and ultimately the Board of Directors, have final authority on all school related matters.

Dates of all Board meetings and other school events are posted on the Charter School’s website, along with information about the Charter School.

**Parent Involvement as Volunteers**

As a parent-founded school, Metro recognizes that parent/family involvement is essential to student success in school. As such, all parents are strongly encouraged to contribute a minimum of 20 volunteer hours per family, per academic year to Metro, though no family is required to volunteer. The Principal, in collaboration with the Community Liaison, maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom or preparing teacher materials at home; assisting in the office (or again, assisting with work at home such as stuffing envelopes); tutoring or reading with a child; helping serve lunch; attending parent-teacher conferences; attending Metro Charter School Board meetings; attending parent education events and meetings; participating in the planning of and/or execution of special events and activities. Although parent involvement as volunteers is strongly encouraged, no child will be excluded from attending Metro or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 20 hours of participation.

All parents will be invited to attend Board meetings, School Site Council meetings, and participate in the annual LCAP process and other opportunities to give feedback to school leaders.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E.))

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Metro is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Principal
The Board selects the Principal. The Principal shall embody, advocate, and put into operation the mission, vision and strategic direction of Metro. The Principal shall oversee all aspects of the school’s programs, including financial, operational, educational operations, and strategic planning. The Principal shall not be a member of the Board of Directors but shall fulfill the role of Chief Executive Officer within the corporation and as the corporation’s general manager shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors. The Principal shall have the general powers and duties of management customarily vested in a corporation’s CEO, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

The Principal will hire, supervise, discipline and, as needed, dismiss the Director of Student Services and the Director of Operations. The Principal may, in collaboration with these two lead positions, promote, discipline and, as needed, dismiss staff and teachers at the school after consideration of a recommendation by the Director of Student Services and/or Director of Operations.
Qualifications:

- Minimum of a Bachelor’s degree
- Professional Administrative Services Credential and/or Master’s Degree in Education or equivalent
- At least 5 years of experience in the education field
- Minimum of three years of teaching experience, preferably in elementary grades

Proven experience and exceptional skills in educational and organizational leadership with a record of creating a positive school culture of respect and collaboration;

- Experience recruiting, hiring, training and supervising successful teachers and effective staff, ideally in a charter, independent or public school with demonstrated high achievement;
- Experience with school operations, including budgets, finances, fundraising, facilities, health and safety and other operational management;
- Exceptional communication skills encompassing the ability to communicate effectively with, motivate, engage, and lead different stakeholders (students, teachers, parents, Board); Spanish language fluency preferred;
- A track-record of success in implementing a data-driven culture with high expectations, ideally leveraging technology/blended learning components, utilization of differentiated instructional strategies and targeted interventions focused on individual student achievement;
- Expertise in curriculum design, supervision and evaluation (student and faculty) that includes experience in backwards design, constructivist and project-based approaches to teaching, and commitment to incorporating learning goals beyond the state standards;
- Experience working with diverse populations in a high-need, underserved community;
- Passion and commitment to ensuring that all students reach high levels of academic achievement and are prepared for the college and career of their choice.

The duties of the Principal are as follows:

Planning and Operations:

- Oversee the day-to-day operations of the School including creating a positive school culture and environment of cooperation and respect at all levels;
- Ensuring compliance with federal, state, and district law and policy;
- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings;
- Facilitate strategic planning with the Board of Directors;
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps;
- Oversee the Director of Operations, who is primarily responsible for the business/operational functions of the school including accounting and payroll (with back-office services provider), HR, service contracts, reporting, compliance, facilities and more;
- Develop appropriate budget projections and resource allocation, in collaboration Business Manager and back-office firm.

Educational Leadership:

- Recruit, hire, train and supervise talented teaching staff in implementing best practices consistent with Metro’s educational philosophies;
- Mentor/coach, provide professional development and evaluate teachers
• Oversee the Director of Student Services and his/her responsibilities for teacher mentoring/coaching, professional development; the SST and IEP process and ensuring appropriate services and supports for students with special needs; planning and collecting formative and summative assessment data and analyzing data; parent communications and more;
• Provide hands-on guidance and coaching to teachers as they create and implement a rigorous curriculum;
• Provide hands-on guidance and coaching to teachers in the development of multiple assessments;
• Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
• Oversee teacher professional development via both in-house training sessions (including a week-long Summer Teacher Institute), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
• Develop and implement a teacher evaluation process;
• Develop partnerships with other area schools and educational consultants to support teacher's professional development;
• Oversee Metro’s policies and programs relating to Special Education, English Learners, Gifted and Talented students and other sub-groups;
• Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed.

Communications
• Promote the school mission and philosophy throughout the school community;
• Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
• Collaborate with Assistant Principal and other staff in providing regular communications to families via email, the school’s website, letters home, and other avenues;
• Oversee self-evaluation efforts of the school relating to operations, including parent surveys
• Facilitate meetings of the School Advisory Council, facilitate parent volunteers, outreach to prospective and current families, coordinate parent education workshops, facilitate parent conferences, and work with other school leaders and parent volunteers to form community partnerships with appropriate agencies to provide services to our students and families.

External Relations
• Develop and maintain effective relationships with the District, and oversee all aspects of charter renewal, review and compliance;
• Oversee the WASC accreditation process and any related activities;
• Represent the school at public meetings/forums, in the media and as a community leader.
Director of Student Services
The Principal will recruit and interview candidates for the position of Director of Student Services. A panel consisting of school staff, principal and parents interviews candidates. The panel makes recommendations to the principal. Selection of the Director of Student Services by the Principal will be based on proven experience in educational leadership, educational vision and relevant experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform.

The Director of Student Services will support the instructional vision and operations of the school by working collaboratively with the Principal and other members of the school team.

Qualifications
- Minimum of a B.A.; Advanced degree preferred, ideally in education and/or administrative credential
- Minimum of five years’ experience in a teaching or a similar position working with a diverse population and at-risk/special needs students, ideally in a school setting; knowledge of special education assessments and interventions preferred
- Leadership, supervision and staff development experience;
- Experience teaching English language learners in an urban educational setting;
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders;
- Proficiency in the collection and analysis of student achievement data;
- Knowledge of Special Education law and services;
- In-depth understanding of and commitment to the School's vision and mission.
- Ability to think strategically, translate thoughts to action, and follow-through with all details
- Knowledge and experience with positive behavioral supports and restorative justice.
- Spanish-speaking preferred.

Responsibilities include:

- Director of Student Services assist with recruiting, hiring, supervising, coaching, and evaluating all faculty and instructional staff, including providing hands-on guidance and coaching to teachers in curriculum and assessment development, data analysis, instructional practice and more;
- Assist Principal in planning and implementing professional development;
- Manage intervention programs for academically at-risk students, including coordinating all aspects of Special Education and the Student Success Team to ensure:
  - Compliance with all applicable laws, regulations and policies
  - Supervision, support and evaluation of Special Education services providers
  - Helping identify students in need of intervention
  - Communicating with staff and parents regarding interventions
  - Initiating new intervention programs as necessary
  - Training staff (instructional aides, tutors) and volunteers
  - Using assessment data to track the success of interventions
  - Attending SST and IEP meetings
  - Providing staff development on intervention programs
  - Providing small group and one on one literacy intervention
• Oversee and support student attendance including communicating with parents regarding attendance and truancy;
• Assist in overseeing and planning parent-teacher conferences, parent meetings and parent education;
• Oversee parent volunteer training and assignments;
• Ongoing schedule management
• Coordinate all state testing (CAASPP, CAA, CAST, ELPAC, etc.), including:
  o Attending trainings related to the administration of state tests
  o Training staff in preparation for test administration
  o Ensuring the security of test documents
  o Scheduling and supervising test administration
  o Coordinating the submission of test materials
  o Supporting teachers with test administration (make-up tests, etc.)

**Director of Operations**
The Director of Operations will function as the lead supervisor and coordinator of all business functions of the school, ensuring that appropriate reporting, accounting, fiscal management, record keeping and facilities-related functions are implemented successfully to ensure the organizational health and stability of the school. The Director of Operations will report directly to the Principal and will be responsible for the supervision of all non-instructional staff, including office and clerical staff, food services, maintenance, and janitorial staff. The Director of Operations will also serve as the primary point of contact for Metro Charter School’s back-offices service provider, as well as other contractors such as after-school providers, transportation, auditors and more.

**Qualifications include:**
The ideal candidate will have experience in non-profit management, budgeting, government relations, operations and communications. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

While experience in non-profit management and, specifically, in the charter school movement are pluses, they are not required. Excellent oral and written communication is required. A Master’s Degree in a relevant field is preferred.

Responsibilities of the Director of Operations include:

**Planning and Operations:**
• Assist Principal in coordinating with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics
• Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities;
• Assist Principal in ensuring compliance with applicable laws, regulatory reporting, contractual obligations, and donor restrictions;
• Prepare (with outside experts as needed, including legal) and update as appropriate the Employee Handbook, Health and Safety Handbook and Family Handbook, and ensure all parties receive and acknowledge receipt;
• Provide and implement an emergency plan that details procedures for staff, students and volunteers;
• Oversee facilities including maintenance, custodial, grounds keeping and other upkeep in collaboration with the District;
• Secure appropriate furnishing, materials, supplies and equipment for school operations;
• Oversee, in collaboration with back-office and legal, HR functions including background checks, medical clearance, credentials and other requirements and record-keeping for staff and volunteers;
• Supervise creation of school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.;
• Ensure that an effective performance management system is in place for all staff under his/her direct supervision.

Fundraising and Financial Oversight:
• Develop appropriate budget projections, in collaboration with Back-office and Principal;
• Assist in fundraising efforts via grants and corporate sponsorships;
• Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of Back-office staff.

Outreach and Communications
• Oversee the school’s website, email/list-serves and distribution of newsletters and other means of communication with the parents, teachers, volunteers and other community members;
• Oversee applications for admission and implementation of proper lottery procedures (as needed) in compliance with applicable law and regulations;
• Oversee collection of all enrollment paperwork.

Teachers
All teachers at Metro Charter School will be required to possess and maintain a current California Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. All core subject teachers will be “highly qualified” as that term is defined under the No Child Left Behind Act (NCLB), and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as Metro Charter School. In addition, Metro will place priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. Metro will seek teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training.

Once hired, teachers at Metro Charter School will be expected to:
• Commit to the vision and mission of Metro Charter School as well as the goals and expectations described within the charter petition
• Work in a committed way to advance the academic and social success of every student
• Provide a quality, enriched and highly effective curriculum
• Provide continual assessment of student progress and maintain accurate and timely records
• Continually evaluate lesson outcomes in order to make data based instructional decisions that meet the needs of students
• Provide a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Metro Charter School charter
• Provide peer assistance and regularly collaborate with fellow teachers
• Continually seek professional growth according to the instructional and programmatic priorities of the school
• Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
• Actively strive for continuous and open communication with parents and community members
• Maintain regular, punctual attendance

**Student Support Providers**
While teaching assistants are not required to hold credentials, Metro Charter also will ensure that all student support providers possess an AA degree or two years of college with a minimum of 60 semester units. They will be expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

**Other Certificated Staff**
Metro Charter will recruit and maintain a list of qualified teaching substitutes.

**Classified Staff**
Classified and other personnel will be selected by the Principal on an application and interview basis in consultation with other classified staff and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis.

**Administrative Coordinator**
Administrative Coordinator will assist the Director of Operations, Principal and Director of Student Services by providing administrative support functions, including, but not limited to: answering telephones, filing reports and records; enrolling students; managing office operations including parent volunteers; ordering and purchasing office and classroom supplies; preparing correspondence, reports, bulletins, files, forms, memos and other clerical duties. Administrative Coordinators will also provide bilingual translation with parents as needed.

Qualifications
• Bachelor of Arts/ Bachelor of Science or AA with valid work experience
• Completion of a professional certification from an accredited program that supports the Charter School
• Ability to understand and carry out complex multi-step oral and written instructions.
• Knowledge of English usage, grammar, spelling, punctuation and vocabulary.
• Ability to work with a wide diversity of individuals.
• Ability to assist with supervising student activities in a school setting.
• Problem solving is required to identify issues and recommend actions to administrative staff
• Able to work in an environment with confidential information and handle it with discretion.
• Ability to establish and maintain cooperative working relationships with students, teachers, co-workers, and parents.
• Spanish preferred

Responsibilities:

• Manages the reception area to ensure effective telephone and mail communications both internally and externally to maintain professional image
• Greet all who walk onto school grounds warmly
• Oversee school attendance including any management of PowerSchool and communication with parents.
• Oversee student files including any management in PowerSchool and paperwork
• Support in the administering of CELDT testing for the school.
• Function as the school liaison with ExED for CALPADS reporting.
• Provide other administrative support to school administration as requested.
• Keeps record of office supplies needed
• Attends meetings and in service presentations to acquire and convey information relative to job functions.
• Responds to emergency situations (e.g. injured student, bullying, fights, etc.) for the purpose of resolving immediate safety concerns and directing to appropriate personnel for resolution.
• Attends weekly meetings with the leadership team
• Continual communication with administrative staff
• Assist with home-school communication
• Responds to inquiries from a wide variety of internal and external parties (e.g. staff, students, parents, other school districts, community organizations, state and federal agencies, general public, etc.) for the purpose of taking appropriate action (including de-escalation of crisis situations), facilitating communication among parties and/or directing to appropriate personnel for resolution.

Classified staff and other school site personnel will be evaluated by the Director of Student Services or Principal based upon the level and quality of completion of assigned job duties and regular, punctual attendance.

Intervention Teacher (Year 2 of new charter term)
The intervention teacher will work directly with the Director of Student Services and classroom teachers to develop and implement lessons and strategies to support students not meeting grade level standards. In addition, the intervention teacher will work closely with the classroom teacher to develop structures to support students within the classroom setting.

Qualifications

• Education: A bachelor’s degree, including all courses needed to meet and maintain credential requirements
• Credential: An appropriate, valid, California Teaching Credential
• CLAD/EL authorization
• Experience: A minimum of two years teaching in elementary school classroom or similar experience
• Educational Vision for and experience with students from a diverse background, including, but not limited to English Learners, low income and/or minority students

Once hired, the intervention teacher at Metro will be expected to:
• Assist Director of Student Services in assessing students
• Use data to determine areas of trouble and provide instruction to students not meeting grade level standards
• Develop and implement lessons to support students not meeting grade level standards
• Develop lessons in collaboration with the classroom teachers that enable all students in the classroom to understand the objectives contained within the lessons.
• Provide input regarding the development and implementation of an intervention plan
• Attend Student Study Team meetings to develop a plan for individual students
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.
SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Principal serves as Metro’s Custodian of Records.

STUDENT HEALTH AND WELLNESS

Metro Charter believes that students learn best when they are healthy. Metro recognizes the importance between a health diet and students’ ability to learn effectively and engage collaboratively with their peers. Each day, students are provided a hot breakfast and lunch each day. Metro spends the time each year to choose a vendor that will provide meals for students that are both nutritious and tasty. Metro maintains a healthy snack policy on campus, encouraging to leave sugary items at home and bring fruits, baked items or nuts for snack. Students in kindergarten and first grade learn about urban gardens during a project based learning unit, planting their own vegetables, visiting community gardens and writing letters to community members for support in placing more gardens in Downtown. Metro plans to extend this learning by creating a school garden.

Students receive 200 minutes of physical education every 10 days from instructional staff, teachers or school partners. During this time, students develop gross motor skills, physical awareness and strengthened peer relations. In addition to physical health, Metro also works to develop students’ social-emotional wellness as well. Teachers and staff lead students through exercises in mindfulness and breathing. During community circle, students discuss ways that they can show empathy, stand up to someone, or express their emotions productively.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G.).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Outreach to Achieve Racial and Ethnic Balance

Metro makes every effort to recruit students of various racial and ethnic groups, so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. Metro currently enrolls a diverse student population that resembles the neighborhood surrounding the school, as described in Element 1. Metro will continually review and expand its outreach efforts in order to achieve its goal of enrolling a student population that reflects the economic and racial/ethnic balance of the community.

Metro will continue to pursue a wide variety of venues for the distribution of information about the school year-round, but particularly focused on our open enrollment period of November 1 to the last Friday of March each year, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, etc. Over the past several years, Metro has established a known presence for families in the DTLA community. Our partners at the South Park Business Improvement District and Central City Association of Los Angeles both help facilitate outreach to families in DTLA. We attend – and distribute outreach information about Metro – at DTLA events such as the DTLA Halloween event that attracts thousands of residents each year, National Night Out, Presentations at Downtown Central Library for School Choice Day. We post advertisements in English and Spanish in the Downtown News and La Opinión. Our parents distribute flyers in their apartment buildings and throughout neighborhood residences and businesses; with our new
location, parents are distributing flyers during the lunch hour on Fridays at 7th and Fig. We specifically recruit students from the Hope Street Family Center and La Petite preschools. We host Open Houses at school at least twice a month during Open Enrollment (starting November 1 each year) and inform all families on our mailing list each year. Marketing and other informational materials about the school are distributed in English and Spanish.
ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ADMISSION REQUIREMENTS

Metro is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and as set forth below.

As detailed in Element 7, Metro will conduct both broad and targeted outreach in the surrounding community to recruit a diverse student body, including students with special needs such as those who are socio-economically disadvantaged, ELs, SpEd students, academically low-achieving students and foster/homeless youth.

LOTTERY PREFERENCES AND PROCEDURES

In order to be included in the admissions lottery (if a lottery is necessary), families must submit an application form. Application materials will be made available in English and Spanish. The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school’s website. Metro also will attempt to advertise through local media as the school’s budget permits.

Open enrollment will occur beginning November 1 each year and continue through the last Friday of March of the same year. All interested families will be required to submit a completed Lottery Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Lottery Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

ENROLLMENT PREFERENCES²

Pursuant to Education Code § 47605(d)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of a lottery with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given first to students who reside within the attendance boundaries of LAUSD, with additional preferences given in the following order:

1. Siblings of admitted students (to accommodate families who wish to have two or more children attend the same school)
2. Children of Founding Parents, teachers and staff, not to exceed 10%¹⁰ (in accordance with LAUSD policy).

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² In the event Metro is awarded a discretionary grant from the U.S. Department of Education during the charter term, admissions preferences will be amended as needed to comply with the U.S. DoE Charter Schools Program’s Non-Regulatory Guidance regarding charter school admissions in order to preserve eligibility for the grant funds.
¹⁰ Disclosure is not required; however, families that would like their students to be granted a preference on that basis would be given that opportunity.
PUBLIC RANDOM DRAWING PROCEDURES
As stated, should the number of pupils who wish to attend the Charter School exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, and the Metro Charter School website. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Metro Principal and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Explanation also will be provided to ensure that parents/guardians understand that the lottery numbers are just one step of the process, and that the school must also calculate spaces for those who are exempt from the lottery or have sibling preference.

The Metro lottery will occur during the month of April each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. Metro will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Lottery Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school’s main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

Students who are offered spots will be notified via e-mail and/or telephone and asked to complete an Enrollment Packet to secure their spot. Metro Charter School staff will be available to assist families in completing this paperwork if needed.

Wait List
The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted via telephone in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until Metro’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the charting authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:
   a. Provisional Budget – Spring prior to operating fiscal year
   b. Final Budget – July of the budget fiscal year
   c. First Interim Projections – November of operating fiscal year
   d. Second Interim Projections – February of operating fiscal year
   e. Unaudited Actuals – July following the end of the fiscal year
   f. Audited Actuals – December 15 following the end of the fiscal year
   g. Classification Report – monthly according to Charter School’s Calendar
   h. Statistical Report – monthly according to Charter School’s Calendar of Reports
      In addition:
      • P1, first week of January
      • P2, first week of April
   i. Instructional Calendar – annually five weeks prior to first day of instruction
   j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of Metro to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:
   • The Board of Directors will appoint an Audit Committee by January 1 of each year.
   • The Audit Committee may include persons who are not members of the board, but may not include any Metro staff. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
   • The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Principal is responsible for working with the auditor to complete the audit.
The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.

The Board of Directors will review and approve the audit no later than December 15.

The Principal will be responsible for submitting the audit to all reporting agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to the charter-granting agency regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?
NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.
READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Metro strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior are clearly articulated to students and families during orientation meetings and are provided as written policy in the Family Handbook.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, including positive behavior support and restorative justice practices. There are school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff enforce disciplinary rules and procedures fairly and consistently among all students. School leaders ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student.
For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Metro is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

**BULLYING**

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. Metro’s policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School’s process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

**IN-SCHOOL SUSPENSION**

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal’s office or in an alternate setting. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students’ teachers address behaviors that may have contributed to the students’ in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.
GROUND\\nFOR IN-\\nSCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

ENUMERATED OFFENSES

Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars.
($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension/Expulsion Offenses: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- possession of a firearm
- brandishing of a knife
- possession of a controlled substance
- sexual assault or battery, and
- possession of an explosive

Sexual Assault/Sexual Battery: Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.
**Discretionary Suspension/Expulsion Offenses:** Students may be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the
circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

**Out-of-School Suspension**

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

**Suspension Procedures**

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

**Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal/Director of Student Services with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal/Director of Student Services.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified via telephone immediately after the suspension decision of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

**Notice to Parents/Guardians**
At the time of suspension, the Principal (or designee) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Director of Student Services of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

**Length of Suspension**
The length of suspension for students may not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, or more than 10 days for a student with an IEP, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

**EXPULSION PROCEDURES**

**Recommendations for Expulsion**
Students will be recommended for expulsion if the Principal finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:
- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**Expulsion Hearing**
Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion, after the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by an Administrative Panel appointed by Board, consisting of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School’s governing board. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Principal to summarize the evidence adduced at the hearing.
The Principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The availability of reasonable accommodations and language support
- The opportunity for the student to be represented by counsel
- The reinstatement eligibility review date in the event of expulsion
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.

The decision of the Administrative Panel shall be in the form of written findings of fact and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be
admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel
Following a decision of the Administrative Panel to expel, the Principal shall send written notice (in the family’s home language) of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.
3. Notice of appeal options
4. Information about alternative placement options
5. The reinstatement eligibility review date.

The Principal shall send a copy of the written notice of the decision to expel to the education office for the student’s district of residence and to LAUSD as required by any operative DRL. This notice shall include the following:

1. The student’s name
2. The specific expellable offense committed by the student

Suspension/Expulsion Appeal
Parents will be notified by the Principal (or designee) through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the Board Chair within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the Board Chair regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Metro Board of Directors and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the Metro Board of Directors will be impartial and final. Metro will create and maintain records of the expulsion proceedings and make audio records and written findings available to
students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission
Pupils who are expelled from Metro shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Metro for readmission.

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Metro Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. These procedures shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is issued. Metro is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans
Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. Metro shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Metro Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, Metro shall remove record of the student’s expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education
The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

**STRS**
All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage, and Metro contributes the employer’s portion (currently12.58 %) required by STRS. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required. Metro submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees accumulate service credit years in the same manner as all other members of STRS. Metro accepts and understands obligations to comply with Sections 47611 (STRS) of the Education Code. Metro will continue to offer STRS for the duration of the Charter School’s existence under the same CSD code.

Social Security payments are contributed for all qualifying non-STRS members. All full-time eligible employees will be covered by the Federal Social Security program.

The Principal is responsible for ensuring that appropriate arrangements for the retirement coverage have been made. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Metro will communicate to all prospective and current parents and students that Metro is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed on enrollment forms of their public school attendance alternatives.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N)).

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

METRO CHARTER SCHOOL RENEWAL CHARTER PETITION 141
2) A written response (7uite 10strictten Notifications to the District and Chartithin fifteen (15) business days

3) From the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

4) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

5) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

6) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Principal
Metro Charter School
700 Wilshire Blvd., Suite 100
Los Angeles, CA 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.
**Closure Procedures**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. **The LAUSD Charter Schools Division (CSD).** Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. **Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action.** Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. **Los Angeles County Office of Education (LACOE).** Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. **The Special Education Local Plan Area (SELPA) in which Charter School participates.** Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. **The retirement systems in which Charter School’s employees participate.** Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. **The California Department of Education (CDE).** Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment.

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and
their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports
These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the Principal will serve as the Charter School’s closure agent.
ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term maybe co-terminous with the approved Charter as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement, being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with
other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other
applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE REQUIREMENTS**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability,** including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers’ Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability,** including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a
student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and
agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.
**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
ADDENDUM

Assurances, Affirmations, and Declarations

Metro Charter (also referred to herein as “Metro” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

**Element 1 – The Educational Program**

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52050, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

**Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but
not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e.).)

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

**Mathematics Placement**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

**Transitional Kindergarten**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**High School Exit Examination**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC Accreditation**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

**English Learners**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.
On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTEls) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a
“public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension
District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)
“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C.).)

**Measurable Goals of the Educational Program**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**Element 4 – Governance**

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D.).)

**General Provisions**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).
LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.11

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

11 The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.
**STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

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**Element 5 – Employee Qualifications**

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

**EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.
ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F.).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.
Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.
SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G.).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.
Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(l).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:
  a. Provisional Budget – Spring prior to operating fiscal year
  b. Final Budget – July of the budget fiscal year
  c. First Interim Projections – November of operating fiscal year
  d. Second Interim Projections – February of operating fiscal year
  e. Unaudited Actuals – July following the end of the fiscal year
  f. Audited Actuals – December 15 following the end of the fiscal year
  g. Classification Report – monthly according to Charter School’s Calendar
  h. Statistical Report – monthly according to Charter School’s Calendar of Reports
     In addition:
     • P1, first week of January
     • P2, first week of April
  i. Instructional Calendar – annually five weeks prior to first day of instruction
  j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(l).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
• Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP

• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered.
and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

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**Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”* (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

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**Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”* (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may
pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

**Element 13 – Rights of District Employees**

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

**GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

**PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:
1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Metro Charter School
700 Wilshire Blvd., Ste. 400
Los Angeles, CA 90017

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be
administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Metro Charter School
700 Wilshire Blvd., Ste. 400
Los Angeles, CA 90017

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which
the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

**Element 15 – Charter School Closure Procedures**

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

**Revocation of the Charter**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.
Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School
participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD.
Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Additional Provisions**

**Facilities**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).
**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any
part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:
  1. **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING**, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.
Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be
$1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.
Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.
**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1) of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)